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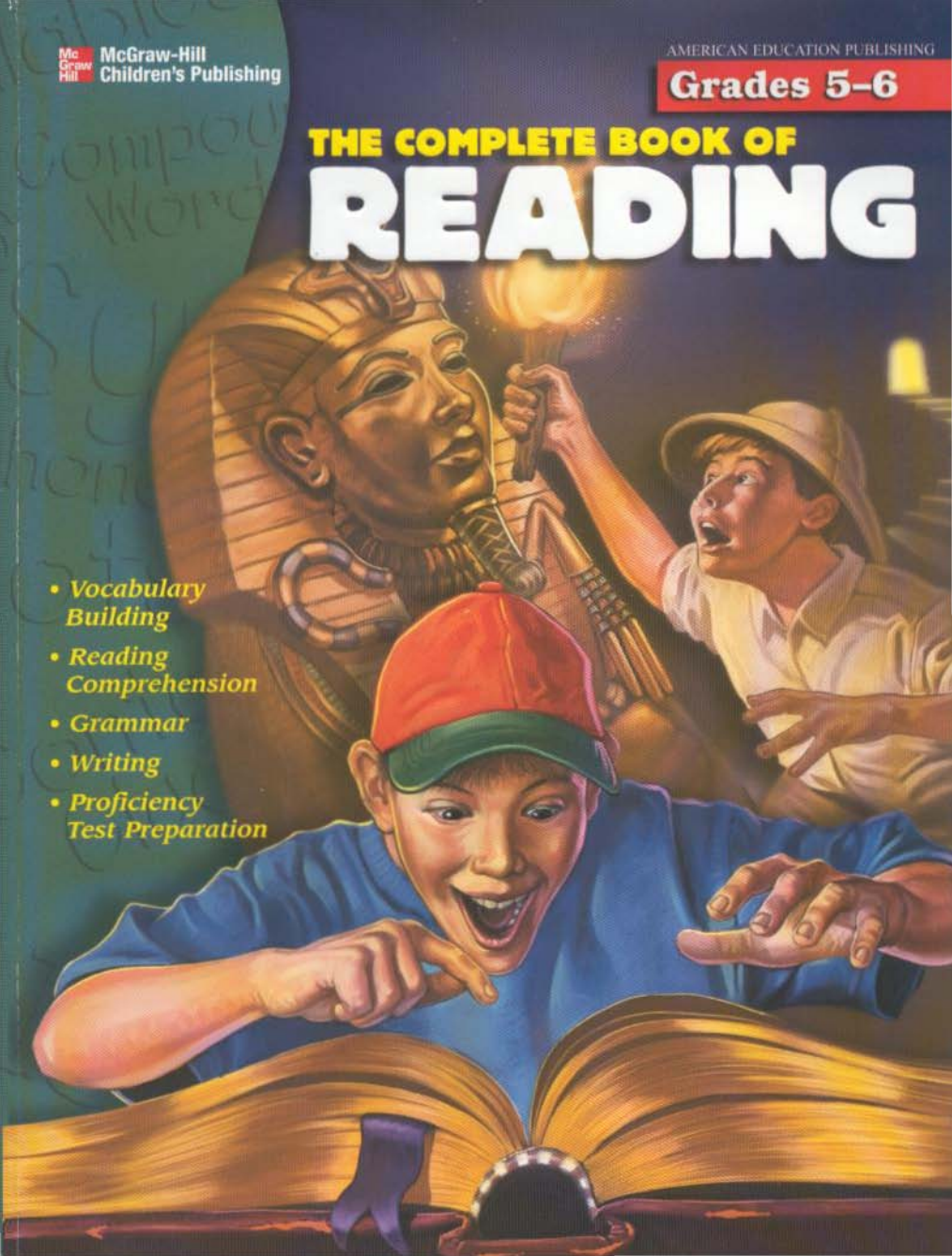

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- *Reading Comprehension*
- *Grammar*
- *Writing*
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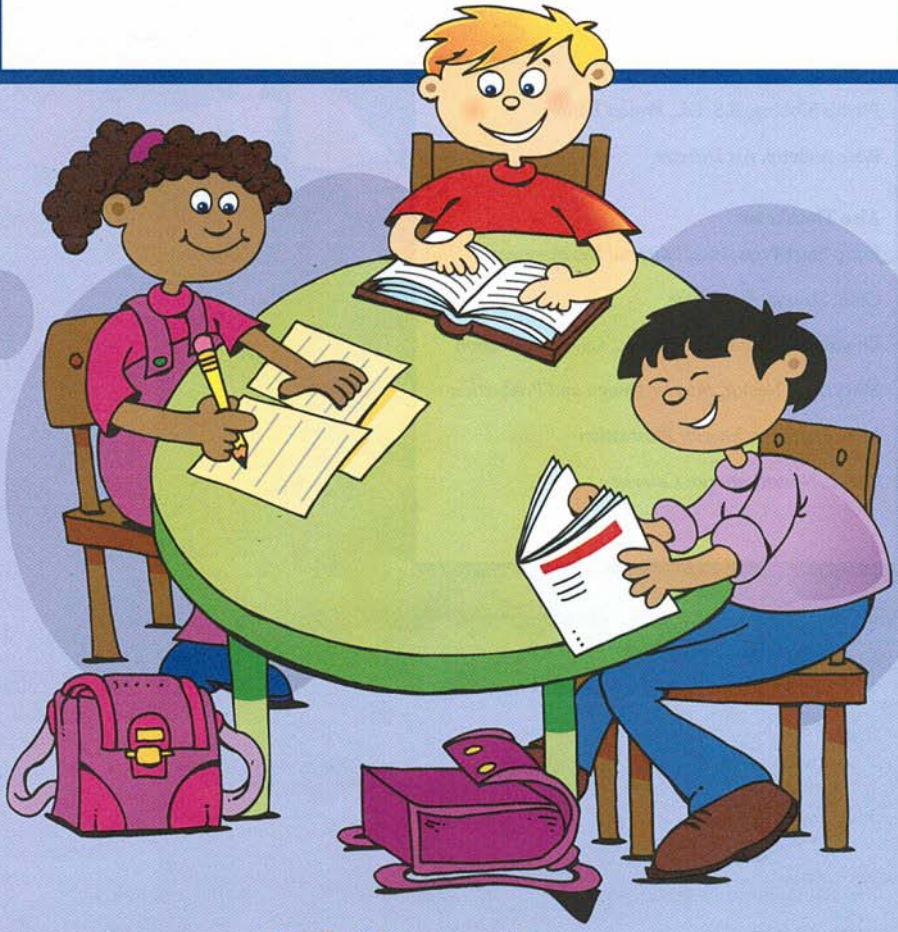

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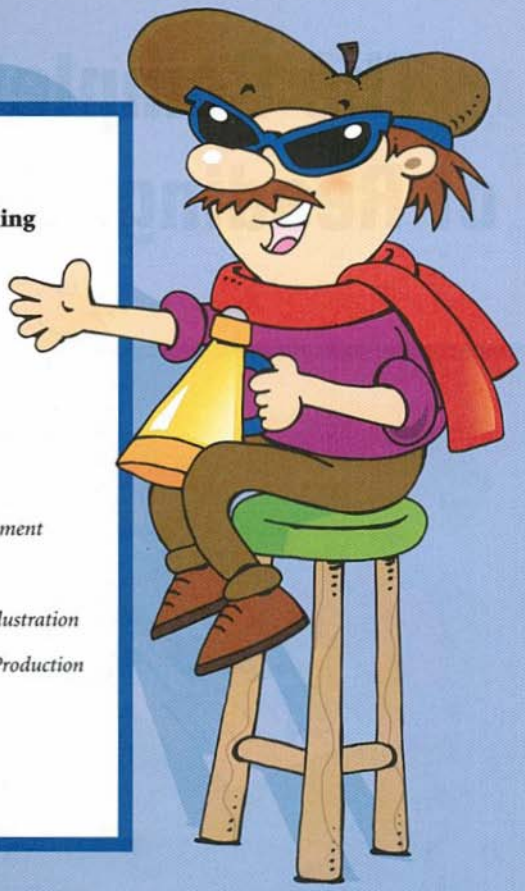

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Vocabulary Building

LOOK FOR LATIN ROOTS

A **root** is the core part of a word. The same root may be found in many words. Some roots come from Latin, which was the language the Romans spoke. Here are some Latin roots and their meanings.

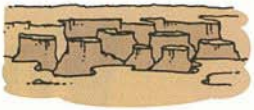
Root	Meaning	Root	Meaning	Root	Meaning
loc	place	jud	judge	struct	to build
equ	same	vent	come	vis	see
spect	see				

Directions: Read the letter. Identify the word in each sentence that has a Latin root from the list. Write each word and its root on the line. The first one has been done for you.

Dear Max,

[1]Have you been wondering what I am doing in this great location of Arizona? [2]You will never believe the incredible vision I have seen. [3]Imagine a place that is equal to none—the Grand Canyon. [4]What fun I had inspecting the cliffs and ridges of this natural-made site. [5]The view is spectacular from each and every spot. [6]It is my judgment that the Grand Canyon is the best place to vacation. See you soon.

From,
Andy



1. location, loc
2. _____
3. _____
4. _____
5. _____
6. _____

Directions: Look at the cartoons. Replace the root in parentheses in each cartoon with a word that contains that root.

Which way will this (struct) lean next?

_____

Her latest (vent) lets her walk upside down.

_____

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MATCH MY GREEK ROOT

Roots form the main parts of words. Many English words have Greek roots.

Directions: Write each word from the box on the lines below the Greek root.

autograph	hydrant
biology	kilometer
biography	logic
carbohydrate	microscope
catalog	technology
diameter	telescope
geography	thermometer

hydro

_____

_____

scope

_____

_____

log

_____

_____

logy

_____

_____

graph

_____

_____

_____

meter

_____

_____

_____

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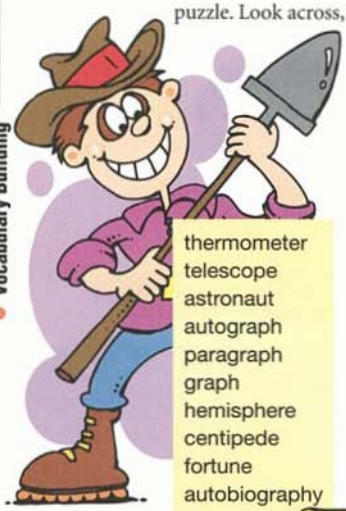
HUNT FOR ROOTS

Directions: The words in the box have Latin and Greek roots. Find the words from the box in the puzzle. Look across, down, backward, and diagonally. Circle the words.



thermometer
telescope
astronaut
autograph
paragraph
graph
hemisphere
centipede
fortune
autobiography

P	A	R	A	G	R	A	P	H	T	H
C	R	D	C	Y	H	U	R	S	E	E
E	T	B	E	N	U	T	R	O	F	M
N	H	H	T	G	R	O	P	E	A	I
T	E	Y	P	R	E	B	P	E	S	S
I	R	D	L	A	A	I	P	E	T	P
P	M	E	A	P	R	O	P	Q	R	H
E	O	Z	U	H	C	G	T	L	O	E
D	M	N	D	S	R	R	O	T	N	R
E	E	T	E	B	U	A	E	T	A	E
W	T	L	E	R	E	P	G	R	U	P
T	E	A	V	T	L	H	D	A	T	A
T	R	E	N	J	P	Y	U	C	T	O

Directions: Write each word you circled above next to its definition below.

1. a famous person's signature _____
2. an insect with one hundred legs _____
3. part of a composition _____
4. an instrument that tells the temperature _____
5. explorer in space _____
6. a book someone writes about his or her life _____
7. an instrument used to study the sky _____
8. half the world _____
9. a diagram that compares things _____
10. a lot of money _____

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WE'RE RELATED!

Some words in English are related through a common root word. Related words are part of a **word family.**

Directions: Solve each riddle by writing the correct word from the list of related word pairs.

sign—signature	mystery—mysterious
circle—circular	regular—regulation
history—historical	

1. My shape is round and never stops,
   Be careful though, I'm not a top!

   _____

2. Some people say that I repeat,
   If you study me, you'll learn something neat!

   _____

3. We all have this when we write our name,
   For some like John Hancock, it gave great fame.

   _____

4. I'm a rule you shouldn't break,
   So please don't tell me to go jump in a lake!

   _____

5. To solve me you will need some clues,
   Now think hard so you won't lose!

   _____

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PICK THE PREFIX

A **prefix** is a group of letters added to the beginning of a word. When a prefix is added, the meaning of the word is changed. Here are some prefixes and their meanings.

Prefix	Meaning
un	not, opposite of
re	again, back
in	not
dis	not, lack of

Directions: Read the report. Figure out which prefix from the box goes in front of each underlined word. Write these prefixes in the space provided.

During the American Revolution, many soldiers were ____happy. Some had never been away from home before, and they were ____satisfied with how they had to live. But the cause was important to them, so they tried not to be ____couraged.

The Battle of Bunker Hill was the first great battle of the American Revolution. The American Army had to ____treat. The soldiers may have lost the battle but the difference between the number of soldiers on each side was greatly ____fair. In addition, the British army had better weapons and what seemed like ____destructible powers. However, now the American Patriots were determined and ____stoppable. During battles their aim may have sometimes been ____accurate. Nevertheless they began to ____gain their strength.

Eventually, under the leadership of General George Washington, the American army overcame its ____advantage and won the war. Had it not been for the bravery of these largely ____trained soldiers, the United States may never have been born.

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THE NOTS HAVE IT!

Some prefixes such as **il**, **in**, **im**, and **ir** have the same meaning. Each of these prefixes means **not**.

Directions: Look at the list of prefixes and base words. Mix and match a prefix with a base word to make as many words as possible. Write your new words in the space provided.

Prefixes	Base Words	
il	rational	valid
in	movable	regular
im	correct	legible
ir	legal	mature
	responsible	polite
	relevant	practical
	active	logical
	advisable	proper
	mobile	complete
	part	material
	literate	accurate
	replaceable	convenient
	balance	justice
	adequate	capable

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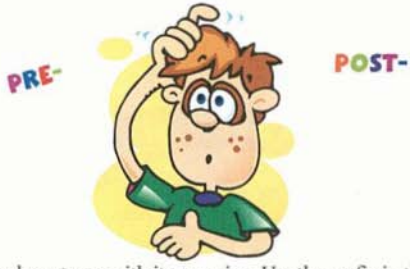
WHAT'S MY MEANING?

Knowing the meaning of a prefix can help you figure out the meaning of a new word with the same prefix. Here are some prefixes and their meanings. The prefix pairs **pre/post**, **over/under**, **in/ex**, and **en/ex** mean the opposite of each other.

Prefix	Meaning
pre	before
post	after
over	too much
under	too little
in, en	in, into
ex	out



Directions: Match the underlined word in each sentence with its meaning. Use the prefix in the word and the chart above to help you figure out the word's meaning. Write the letter of the correct definition on the line.

a. went into b. went out of	1. _____ She <u>entered</u> the house and said "Hi" to her mom. _____ She <u>exited</u> her house quickly because she was late for school.
c. too much d. too little	2. _____ The chicken was <u>overdone</u>. It was burned and dry. _____ The cake was <u>undercooked</u> and soft in the middle.
e. outside f. inside	3. _____ Some of the <u>interior</u> of the house is purple but not all of the rooms are painted this color. _____ The <u>exterior</u> of the house is pink. This makes it look different from the other houses on the block.
g. after h. before	4. _____ Taking the <u>pretest</u> helped them know what to expect on the real test. _____ Once they took the real test, the <u>posttest</u> was a piece of cake.
i. shut out j. put into	5. _____ She was <u>excluded</u> from the game. This upset her because she had practiced. _____ She was <u>included</u> in the game. She was glad she had practiced so hard.
k. before l. after	6. _____ After seeing the <u>preview</u> of the movie, we decided not to go see it. _____ His guest on the <u>postgame</u> show was one of the players from the winning team.

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FIGURE IT OUT!

You can use the meaning of root words and prefixes to determine the meanings of unfamiliar words.

Directions: For each sentence, underline the root word and circle the prefix of the boldfaced word in each sentence. Then, write the meaning of the word on the line. You can use the chart to help you.

Prefix	Meaning	Root	Meaning
un	not	jud	to judge
pre	before	log	word, thought
re	again	vis	to see
il	not	fort	chance
ex	out	form	shape
		tract	pull

1. I hope the dentist is careful when he **extracts** my tooth.

_____

2. Her decision to park in front of a fire hydrant was **unfortunate** because the police towed her car away.

_____

3. Before you **prejudge** her actions, listen to what she has to say.

_____

4. Sara was able to **rename** her singing group after herself. The group was now known as Sara's Singers.

_____

5. Tim **revised** his story so that it made better sense.

_____

6. He said he did not want to play in the basketball game because he did not like to compete. This was **illogical** because he was usually the most competitive player.

_____

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FIND THE SUFFIX

Suffixes are word parts added to the endings of words. When you add a suffix to a word, its meaning as well as its part of speech is changed. Also, sometimes the spelling changes.

Directions: Read each sentence. Change each underlined root word by adding the suffix **ful**, **ible**, or **ly**. Write the new word on the line.

1. Mark and his dog headed toward the cave quick. _____
2. The play dog ran ahead. _____
3. As they neared the entrance, the boy was hope about what they would find. _____
4. The dog eager waited while the boy looked over the area. _____
5. Mark knew the sense thing was to turn around. _____
6. He wondered if their walk through the cave would go smooth. _____
7. He hoped nothing horror would happen. _____
8. They would have to be flex enough to get around all the curves. _____
9. Sudden, there was a loud noise. _____
10. Mark and his dog jumped when they heard the noise and ran rapid toward home. _____

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SUFFIX CONDITIONING!

Directions: Add the correct suffix, **ation**, **tion**, or **ion**, to each of the words below, and write these new words in the space provided. Then, complete the sentences.

determine _____

educate _____

compete _____

prepare _____

coordinate _____

inform _____

attend _____

combine _____

1. Did you know that people who pay _____ to their physical fitness can play and work better than those who do not?
2. Some exercises such as riding a bicycle help you develop strength, endurance, balance, and _____.
3. For your _____, doing exercises such as swimming, jogging, skating, bicycling, and jumping rope, are also good ways to improve your physical fitness.
4. If you want to stay in good physical condition, you should do a _____ of these exercises.
5. Any person who has studied physical _____ can help you form an exercise plan.
6. In _____ for exercising, you should always do easier exercises that get your muscles ready.
7. Some people like to exercise with a partner because it is safer and more fun and it adds some _____ to exercising.
8. Just remember that if you have _____, you can improve your physical fitness and have fun, too.

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SUFFIX UNSCRAMBLES

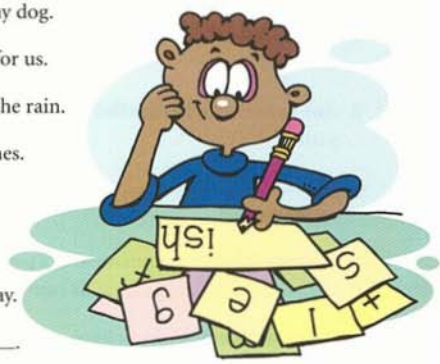
When the suffixes **less, y, ish, ive,** and **some** are added to words, the words usually become adjectives.

Directions: Unscramble each root word. Then, add the suffix to it. Write the word on the line.

1. lesep _____ + less = _____
2. nsow _____ + y = _____
3. oofl _____ + ish = _____
4. tecfed _____ + ive = _____
5. wae _____ + some = _____
6. tseelc _____ + ive = _____
7. onel _____ + some = _____
8. crae _____ + less = _____
9. stpo _____ + less = _____
10. dgree _____ + y = _____
11. ukcl _____ + y = _____

Directions: Use one of the new words above to complete each sentence.

1. When no one is home, I am _____.
2. They were very _____ in choosing their friends.
3. It was a _____ day when I found my dog.
4. My dad built an _____ tree house for us.
5. The _____ boy left his bike out in the rain.
6. The _____ dog is taking all the bones.
7. That radio has a _____ part.
8. She made a _____ mistake.
9. I love to play outside on a _____ day.
10. The windows in my house are _____.
11. My mom is tired because she has had two _____ nights.



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PERFECT WORD ENDINGS

Directions: Complete the story. Add **ize**, **ate**, or **ise** to each incomplete word. You may use a dictionary if you need help.

Dear Leo,

So you want to organ_____ a group to put on a play. I congratul_____ you on this tremendous decision. You may not real_____ it, but you and your friends will now have to learn to cooper_____ and comprom_____.

First you should evalu_____ your needs. Then, you will want to calcul_____ the cost of the project. Be sure to plan to advert_____ the dates of the play. Next you should initi_____ and schedule rehearsals. The crew and other workers will need to build the set and illustr_____ it. The cast, of course, must memor_____ its lines. As the director, be careful not to critic_____ too much. Make sure to capital_____ on and recogn_____ everyone's talents. After your performance, plan to celebr_____ the success of your endeavors.

Sincerely,

Steven Spellburg, Director

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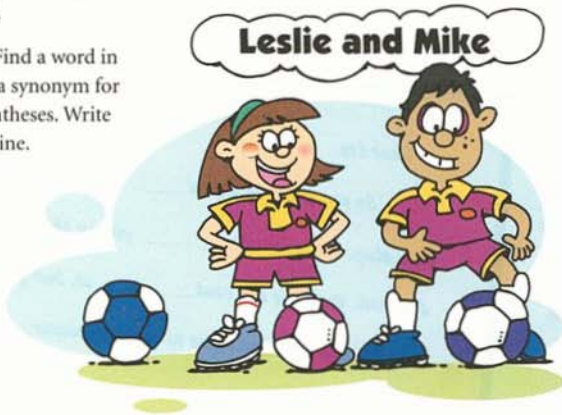
LOCATING SYNONYMS

A **synonym** is a word that has the same or almost the same meaning as another word.

Directions: Read each sentence. Find a word in each sentence that is a synonym for the word in the parentheses. Write the synonym on the line.



1. Leslie and Mike enjoy soccer. (like) _____
2. Today they will begin practicing for the upcoming season. (start) _____
3. They bought new shin guards and cleats and were ready for practice. (purchased) _____
4. Leslie and Mike are strong competitors. (tough) _____
5. While they are cautious about avoiding injury, they show no fear. (careful) _____
6. As Mike dribbles the ball down the field, he manages it with remarkable control. (fantastic) _____
7. Leslie heads the ball into the goal. Her aim is exact. (accurate) _____
8. Leslie and Mike are clever players who can execute the complex strategies needed to win games. (complicated) _____
9. The fans are appreciative for an exciting season. (grateful) _____
10. The number of wins this year has surpassed all other years. (exceeded) _____

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ADD A LITTLE VARIETY

You can add variety to your writing by using a synonym instead of repeating a word.

Directions: Jake and his friends are at the Thrill-o-Minute Amusement Park. Jake's best friend, Pedro, did not come. Jake wants to call Pedro to encourage him to join them. However, he does not want to keep repeating the words **fun** and **exciting** on the phone. Help him figure out five synonyms for each word. Use a thesaurus if you need help.

Synonyms for *fun*

_____

_____

_____

_____

_____

Synonyms for *exciting*

_____

_____

_____

_____

_____

Directions: Now, give Jake some ideas about what to say to Pedro. Write a paragraph to describe this fun and exciting amusement park. Be sure to use some of your synonyms in your description.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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DEGREES OF SYNONYMS

Directions: Order each set of synonyms according to the instructions. Then, write a sentence that uses the most vivid and exact synonym.

1. These synonyms have to do with size. Write them in order from smallest to largest.

little minute teeny tiny puny

smallest → **largest**

_____ _____ _____ _____ _____

Sentence: _____

_____

2. These synonyms have to do with how cold it is. Write them in order from warmest to coldest.

frigid chilly brisk cold freezing

warmest → **coldest**

_____ _____ _____ _____ _____

Sentence: _____

_____

3. These synonyms have to do with speed. Write them in order from slowest to fastest.

dash sprint scurry scamper run

slowest → **fastest**

_____ _____ _____ _____ _____

Sentence: _____

_____

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THE MEANING IS THE SAME

Directions: Read the list of words below. Choose the best synonym from the box for each word in the list. Write it on the line.

scrupulous	devastated	plunged	equivalent	rapidly
adaptable	gleaming	rehearse	perplex	counterfeit
lenient	deliberation	erupt	grueling	compatible
ally	captivated	intensify	alternate	implored

1. agreeable _____
2. saddened _____
3. practice _____
4. rugged _____
5. begged _____
6. dived _____
7. careful _____
8. sparkling _____
9. substitute _____
10. changeable _____
11. consideration _____
12. strengthen _____
13. permissive _____
14. fascinated _____
15. equal _____
16. fake _____
17. associate _____
18. bewilder _____
19. emerge _____
20. quickly _____

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WHICH SYNONYM WORKS?

Directions: Underline the word in parentheses that best completes each sentence. Then, write the sentence on the line.

1. That math problem is (disorderly, confusing).

_____

2. I think he should (organize, classify) his CDs on the shelf.

_____

3. Did you (listen, hear) that new song? _____

4. Ryan (joined, combined) the basketball team.

_____

5. She lives in a (distant, removed) city. _____

6. The colors of the rainbow are (smart, brilliant).

_____

7. Please (leave, depart) by the front door. _____

8. The child (climbed, rose) up the stairs for the first time.

_____

9. Erica needed those pictures for an important (presentation, appearance) she had to give.

_____

_____

10. His (partnership, association) helps parents find the best camps for their children.

_____

_____

11. Tim's (belief, opinion) is that space travel will become available to everyone in the next 50 years.

_____

_____

12. Have you (purified, cleaned) your room? _____

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CAN YOU MATCH THIS?

Antonyms are words that have opposite or nearly opposite meanings.

Directions: Can you identify the antonyms below? Draw a line to match each pair. Then, write the antonym pair that best completes each sentence.

dishonest	prevent
start	problem
calm	different
change	preceding
alike	apart
allow	discourteous
together	finish
solution	remain
polite	truthful
following	violent

1. They will not _____ us to board the plane because the severe weather conditions _____ a safe take-off.
2. My twin sisters may look exactly _____, but you will soon discover how _____ they are.
3. It took weeks to put this jigsaw puzzle _____ and just minutes to take it _____.
4. If you are _____ instead of _____, you will lose the respect of your friends.
5. Seas that were _____ grew _____ as an unexpected storm hit full force.
6. We used all the clues to find the _____ to the _____.
7. You can _____ seats with me or _____ where you are.
8. If we _____ on time, we will _____ this project in three hours.
9. If this is June, then the _____ month is July and the _____ month was May.
10. An operator must always be patient and _____, even though callers are sometimes rude and _____.

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ANTONYM PUZZLE

Directions: To complete the puzzle, read each clue and write its antonym in the correct space. Remember, antonyms are opposites. If you need hints, unscramble the words in the box. The first letter of each word is underlined.

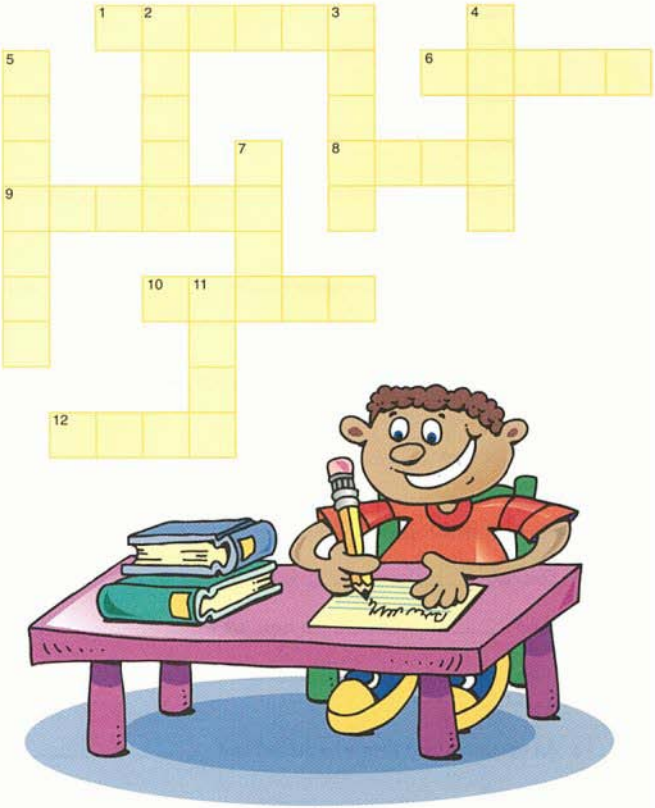
lewl	owelb	tronf	thosoe	ulerc	verair
issterp	seae	geru	kema	ghirt	meney

Across

1. leave
6. back
8. destroy
9. disturb
10. above
12. discourage

Down

2. wrong
3. friend
4. kind
5. falter
7. badly
11. discomfort



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RIDDLE FUN

Directions: Underline the pair of antonyms in each riddle. Then, use the following code to find the answers.

CODE

A = 1, B = 2, C = 3, D = 4, E=5, F=6, G=7, H=8, I=9, J=10, K=11, L=12, M=13, N=14, O=15, P=16, Q=17, R=18, S=19, T=20, U=21, V=22, W=23, X=24, Y=25, Z=26

1. What goes up but never comes down?

25 15 21 18   1 7 5

2. What is dark yet made by light?

3. What can you hold in your right hand but not in your left?

25 15 21 18   12 5 6 20   5 12 2 15 23

4. How can you leave a room with two legs and return with six legs?

3 15 13 5   2 1 3 11   23 9 20 8   1   3 8 1 9 18

5. What goes through a door but never in or out?

1   11 5 25 8 15 12 5

6. What's the difference between the rising and setting sun?

1   4 1 25

7. What is the beginning of eternity and the end of time and space?

20 8 5   12 5 20 20 5 18   5

8. If a farmer raises corn in dry weather, what does he raise in wet weather?

1 14   21 13 2 18 5 12 12 1

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SEARCH AND CIRCLE

Directions: Read the pairs of antonyms. Then, find and circle one word from each pair in the word search. Look across, down, and diagonally.

dreary
cheerful

never
always

part
whole

plentiful
scarce

horizontal
vertical

none
all

even
odd

absent
present

flexible
rigid

individual
group

bold
timid

superior
inferior

least
most

here
there

hard
soft

P	R	E	S	E	N	T	X	W	I
E	L	E	A	S	T	B	Z	A	N
C	V	E	R	T	I	C	A	L	D
H	Z	E	N	X	Q	Z	N	W	I
E	E	T	N	T	R	X	O	A	V
E	P	R	I	X	I	Q	N	Y	I
R	Q	A	E	M	G	F	E	S	D
F	X	Z	R	Q	I	X	U	Z	U
U	S	O	F	T	D	D	Z	L	A
L	S	U	P	E	R	I	O	R	L

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THIS AND THAT

Directions: Find, underline, and write the hidden antonyms in each word pair. The first one has been done for you.

1. **thistle** and **thatch** — this — and — that
2. **finger** and **mouth** — _____ and _____
3. **another** and **ashes** — _____ and _____
4. **pony** and **coffee** — _____ and _____
5. **chisel** and **thermal** — _____ and _____
6. **flashback** and **forthcoming** — _____ and _____
7. **comedian** and **agony** — _____ and _____
8. **eyes** and **knot** — _____ and _____
9. **chimney** and **cherry** — _____ and _____
10. **Sunday** and **knighted** — _____ and _____
11. **thigh** and **below** — _____ and _____
12. **forgiven** and **mistaken** — _____ and _____
13. **closet** and **Copenhagen** — _____ and _____
14. **unearth** and **farmer** — _____ and _____
15. **governor** and **thunderous** — _____ and _____
16. **sliver** and **diet** — _____ and _____
17. **moldy** and **sinew** — _____ and _____
18. **praises** and **flowers** — _____ and _____
19. **anymore** and **lessons** — _____ and _____
20. **belongings** and **shortcut** — _____ and _____
21. **shot** and **scolded** — _____ and _____
22. **meander** and **kindergarten** — _____ and _____
23. **working** and **display** — _____ and _____

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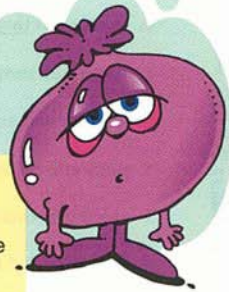
DEFINITELY DAFFY DEFINITIONS

Homophones are words that are spelled differently and have different meanings, but are pronounced the same.

Examples: rein, rain ewe, you to, two, too

Directions: Write a pair of homophones to complete each definition. The homophones are spelled phonetically in the box.



plane	horss	strayt	dihr
fair	payl	sent	reel
mye-nur	flou-ur	beet	stay-shuh-ner-ee
wale	hayl	foul	bair

1. A very tired reddish-purple vegetable is a _____ _____
2. The forest animal with antlers that everyone likes is a _____ _____
3. A large animal that's missing its thick, coarse fur is a _____ _____
4. A nasty farm bird is a _____ _____
5. A four-legged animal with hoofs that has a sore throat is a _____ _____
6. A young coal digger is a _____ _____
7. A water channel that is not crooked is a _____ _____
8. The cry of the world's largest sea mammal is a _____ _____
9. A very simple, no-frills flying machine is a _____ _____
10. An old, faded bucket is a _____ _____
11. A mailed bottle of perfume is a _____ _____
12. A genuine spool for holding fish line is a _____ _____
13. Writing paper that has been weighted down is _____ _____
14. The reasonable cost for riding a bus or cab is a _____ _____
15. Dried and finely ground blossoms used for baking make _____ _____
16. Hardy pellets of ice falling from the clouds are _____ _____

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WHAT'S THE MEANING OF THIS?

Directions: Underline the pair of homophones in each sentence. Then, write each word next to its meaning.

1. Will you help me haul this trunk down the hall to my room?

   _____ passageway _____ carry

2. No one guessed the identity of the mystery guest until he removed his mask.

   _____ company _____ surmised

3. We do not think it is fair that the bus has doubled the fare.

   _____ just _____ cost of a ride

4. My brother accidentally threw a baseball through our neighbor's window.

   _____ in one side and out the other _____ past tense of "to throw"

5. Luxury cruise ships require large crews of men and women to meet the needs of the passengers.

   _____ groups of workers _____ sail

6. If you heed the lesson in this chapter, you will lessen your risk of injury.

   _____ reduce; make less _____ something taught

7. You should have seen the final scene of the play!

   _____ viewed _____ part of an act

8. A principal must be a person of very high principle to set a good example for students.

   _____ rule of behavior _____ head of a school

9. Do you know whether tomorrow's weather will be clear and mild?

   _____ climate _____ if

10. We are going to see the newly built capitol at our state's capital.

    _____ city _____ building where state legislature meets

11. The doctor said he will try to heal your injured heel without surgery.

    _____ make well _____ part of the foot

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WHAT DO YOU KNOW?

Directions: Write the homophone for each word listed. Then, write the homophone pair that best completes each sentence. Use a dictionary if you need help.

allowed	_____	loot	_____
patients	_____	passed	_____
close	_____	rung	_____
board	_____	rote	_____
seller	_____	threw	_____
council	_____	tied	_____
weak	_____	jam	_____

1. The librarian _____ the children to read _____ to one another.
2. This _____ year _____ by so quickly.
3. The child _____ the entire passage by _____.
4. According to the agreement, the _____ must repair the _____ windows before the sale is final.
5. A priceless _____ was among the _____ stolen from the museum last night.
6. We _____ our boat to the dock and waited for low _____.
7. Caring for so many _____ requires great _____ .
8. Please _____ the door of my _____ closet.
9. The attorney will _____ his clients before the next _____meeting.
10. We were so _____ that we decided to leave the _____ meeting.

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WHAT'S THE DIFFERENCE?

Directions: Write the correct homophone from the box next to each definition. Then, write the boxed letters in order to discover the answer to the riddle below.

threw/through
peace/piece
base/bass
colonel/ kernel
scents/cents
brood/brewed
caret/carrot
herd/heard
threw/through
creek/creak
right/rite
vise/vice
hanger/hangar
berry/bury
slay/sleigh
stationery/stationary
wade/weighed
suite/sweet
heir/air
missed/mist

1. military rank
2. odors
3. tossed
4. flock
5. grating noise
6. sled
7. writing paper
8. walk in water
9. sugary
10. successor
11. an orange edible root
12. group of animals
13. put underground
14. tranquility
15. grain of corn
16. fog
17. used for hanging things
18. clamp
19. correct
20. deep voice

What's the difference between someone who parks a car and someone who is smashing dishes?

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LOOK ALIKES

Some words have more than one meaning.

Example: ear and ear

Directions: Find each word in the puzzle that correctly completes two sentences below. Circle the word in the puzzle. Then, write it correctly in the sentences.

G	F	R	E	S	H	T
S	R	B	I	L	L	I
M	T	O	C	H	O	P
A	B	E	U	R	N	U
T	E	A	R	N	G	P
C	A	N	N	N	D	I
H	H	U	S	K	Y	L

1. We have a new _____ in our class.
2. The _____ is soggy after two days of rain.
3. We need a _____ to light the grill.
4. That child is so _____ she has few friends.
5. Megan opened a savings account at the _____.
6. The electric _____ was higher than usual last month.
7. Your sweater, shirt, and socks _____ perfectly.
8. Light enters your eye through the _____.
9. We dried the corn and _____ it into meal.
10. We bought _____ vegetables at the farmers' market.
11. A cardinal's _____ is perfect for cracking open seeds.
12. We fished from the _____ instead of renting a boat.

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WHICH IS IT?

Some words with more than one meaning are spelled the same but pronounced differently. Phonetic spellings can help you figure out how to pronounce the words.

Directions: Two words written with phonetic spellings appear above each pair of sentences. Write the regular spelling for the two words in the sentences. Then, write the letter that tells the correct phonetic spelling of the word in each sentence.

1. (a) kon´•tent (b) kuhn•tent´

   Does this cereal have a high sugar _____? _____

   We are _____ to stay inside and read. _____

2. (a) dez´•urt (b) di•zurt´

   Why did the soldier _____ his platoon? _____

   It took weeks to cross the _____. _____

3. (a) meye•noot´ (b) min´•it

   We will be there in just one _____. _____

   There is a _____ speck of dust on the telescope lens. _____

4. (a) ri•fyooz´ (b) ref´•yoos

   Volunteers picked up _____ the along the road. _____

   The children _____ to do what they were asked. _____

5. (a) prez´•uhnt (b) pri•zent´

   Everyone was _____ in class today. _____

   The mayor will _____ us with a special award. _____

6. (a) bays (b) bas

   I caught one _____ the last time we went fishing. _____

   My older brother sings _____ in the choir. _____

7. (a) leed (b) led

   Are these pipes made of copper or _____? _____

   Our coach will _____ our team to victory this year. _____

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WHAT'S THE WORD?

Directions: Each rebus below makes a word with more than one meaning. Follow the clues and write the word.

1. + 10 - n +r

= _____

2. -x + -d

= _____

3. + -n +r

= _____

4. -p + -i

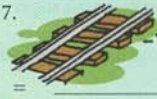
= _____

5. + -ry

= _____

6. -t + -s +d

= _____

7.  -t + -n

= _____

8. -r + -g

= _____

9. -a + -b -c

= _____

10. -rn + -o

= _____

Directions: Read the meanings below. Then, write the number of the rebus next to the matching definition.

_____ a. flour, egg, and milk mixture; player who hits the ball

_____ b. fungus; a form or shape

_____ c. 36 inches; enclosed space around a house

_____ d. make a hole; make weary

_____ e. player who throws the ball; container for pouring liquid

_____ f. noise; a tennis paddle

_____ g. balance; series of notes

_____ h. large basket; hold back

_____ i. unit of weight; hit hard repeatedly

_____ j. kind of bird; gulp

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THE RIGHT CHOICE

Directions: Unscramble the scrambled word in each sentence. Write it on the line. Then, underline the correct meaning of the word.

1. The (anem) _____ number between 2 and 8 is 5.

   intend average unkind

2 We heard the distant (yab) _____ of a wolf last night.

   body of water howl reddish-brown

3. Help (alib) _____ water from our boat before it sinks!

   throw water out with a container pail handle money for release

4. The race car driver has only one more (apl) _____ to complete.

   distance around a track drink up body part formed when you sit

5. The man reads the (emtre) _____ every month to see how much electricity we use.

   device that measures flow rhythm of a poem unit of length

6. Our pillows are filled with (nowd) _____ .

   grassy land soft feathers from higher to lower ground

7. The knight drew his (olif) _____ and charged at his enemy.

   keep from carrying out a plan metal sheet long narrow sword

8. We ate at the (unterco) _____ because all the booths were occupied.

   long table in a restaurant one who counts opposite

9. You'd better (cudk) _____ , or you'll bump your head on that branch.

   bird lower suddenly type of cloth

10. The (citk) _____ is known to cause certain diseases in animals and people.

    pillow covering sound of a clock a small insect

11. We have to learn the steps of the (elre) _____ for the school show.

    sway after being hit spool for winding dance

12. We left our waitress a twenty-percent (ipt) _____.

    slant end point money for services

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PICTURE THIS!

A **compound word** is formed by two or more words.
Some compound words are written as one word. **Examples:** blueberry motorcycle

Other compound words are joined by a hyphen. **Examples:** twenty-one editor-in-chief

Directions: Write the compound word for each of the following cartoons.

+ fish
= _____

steam +

= _____

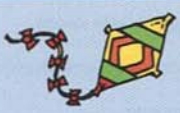
+ story
= _____

+frog
= _____

+ board
= _____

horse +

= _____


+flying
= _____

lean +

= _____

tea +

= _____

+ round
= _____

under +

= _____

heart +

= _____

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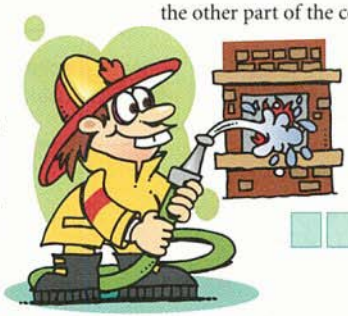
COMPOUND PUZZLES

Directions: Solve the word puzzles. Read the first part of the compound word vertically. Then, write the other part of the compound word horizontally. How many words can you make?



F
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R

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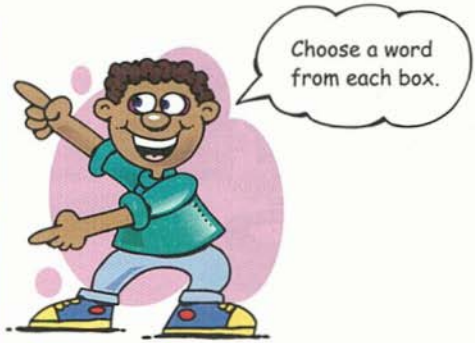
PUT-THEM-TOGETHER WORDS

Directions: Choose a word from each box to make a compound word that correctly matches each definition.

folk	ginger	length
three-	trouble	land
court	live	vice-
seventy-	heart	head
chop	near-	sage

wise	broken	sighted
two	fourths	stock
brush	sticks	house
mark	president	quarters
tale	some	bread



1. not able to see far _____
2. annoying _____
3. story handed down among people _____
4. farm animals _____
5. grayish-green bushy plant of the dry plains _____
6. a fraction of a whole _____
7. in the direction of the length _____
8. main office of operations _____
9. building used for county government _____
10. a two-digit number _____
11. kind of spicy cake _____
12. thin wooden sticks used in pairs for eating _____
13. something easily seen and used as a guide _____
14. officer next in rank to president _____
15. crushed by sorrow _____

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WORDS IN CONTEXT

Directions: Unscramble the scrambled compound word in each sentence by using context clues. Write the word correctly on the line provided.

_____ 1. Max has an emergency appointment with the dentist because he has a **chathoote**.

_____ 2. A torrential **ponrudwo** caused flooding along the rivers and streams.

_____ 3. Jennifer earned **newtty-evif** dollars babysitting last month.

_____ 4. We found an **rahowdear** while exploring what was once the site of a Native American village.

_____ 5. The President's weekly radio address was **starcabdo** live from the Oval Office of the White House.

_____ 6. The view from the Grand Canyon was absolutely **kingthebarta**.

_____ 7. We had **drah-delobi** eggs, toast, and juice for breakfast today.

_____ 8. My grandmother made a beautiful **chowkarpt** quilt with scraps from old clothing.

_____ 9. I bought a **pakprecab** book to read on the trip.

_____ 10. The Empire State Building was once the tallest **crassperky** in New York City.

_____ 11. My brother drove in the wrong direction down a **neo-awy** street.

_____ 12. The **teabsawsket** is full and needs to be emptied.

_____ 13. Our family is leaving on Monday for a **wot-ekwe** vacation to the beach.

_____ 14. My brother is the only **flet-headnd** pitcher and batter on our team.

_____ 15. After the concert, we went **gasteckba** to interview the performers.

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BEACH WORDS

Directions: Imagine you are at the beach. On the lines provided, list compound words that name things you might see, hear, smell, taste, or feel. You can use the picture to help you think of words.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

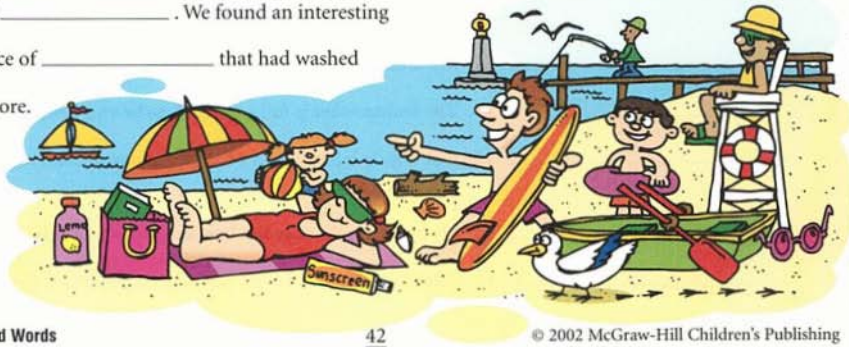
Directions: Now use some of the compound words you listed to complete these sentences.

We had fun at the _____ today. We made sure to put _____ on our arms, legs, and faces to protect our skin from the sun's rays. I also wore a pair of _____ with dark blue lenses. They are the same color as my new _____.

My brother ran down to the water to join some friends who were surfing. He was anxious to show them his new _____. My sister and I waded along the _____, looking for _____. We found an interesting piece of _____ that had washed ashore.

Later, we ate sandwiches and my sister poured us some tangy _____. While we were eating, several noisy _____ swooped down to see if we would toss them some scraps. They are so funny.

After lunch, we walked toward the jetty and watched as a _____ caught a sea robin. He carefully removed the _____ and tossed the fish back into the water. We decided it was time for us to go for a swim, too.



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THE PLURAL SURPRISE

Most nouns that name more than one of something end in **s** or **es**. Remember to add **es** to nouns that end in **ch**, **s**, **sh**, **ss**, **x**, or **z**.

Directions: Change each word to a plural by adding **s** or **es**. Write the plural of the word on the space provided.

decoration	_____	other	_____
branch	_____	chip	_____
noise	_____	box	_____
guess	_____	plate	_____
glass	_____	bush	_____
balloon	_____	utensil	_____

Directions: Write a plural noun on each blank to complete the story.

Jake could not remember when he was supposed to be at Peter's house. He decided to walk over to see what was happening.

When he saw the front yard, he knew something wasn't right. He saw _____ that needed to be blown up by the _____ in front of the house. There were also _____ with other _____. These needed to be hung from tree _____ as well.

The back door was open and Jake walked in. On the kitchen table were _____ and dip, and other food. There were _____, _____, and _____ spread out on the table. Jake knew something was not right. _____ were coming from the other room. He heard a vacuum cleaner and people talking.

Jake wondered what to do. Just then, three _____ walked in. "You're early!" exclaimed Peter.

"Surprise," said the _____. "You get three _____ about what's going on here."

"Since today is my birthday, I only need one guess. You're having a party for me," said Jake.

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SPECIAL RULES

Some nouns have **irregular plurals**. When a noun ends in a **y** and is preceded by a consonant, change the **y** to **i** and add **es**.

Example: penny → pennies

Some nouns change spelling to form plurals.

Examples: foot → feet mouse → mice

Directions: Max wrote an article for the school newspaper. Although he is a good reporter, he has trouble with plural nouns. Help Max by editing his work. Circle each mistake and write the correct plural on the lines below.

The Local Zoo Comes to School

Last Wednesday's school assembly was for the birds! Actually, it was about birds and other animals that can be found at the local zoo. Three womans from Deegan Park Zoo brought several different animals to show the school.

The noisiest animals were the gooses. They made more noise than all the students combined. The cutest animals were the babys. They brought baby ducks and baby lizards. The hungriest animals were the monkies. Tommy Parker fed them cherrys.

Without a doubt, the best part of the assembly was when the snakes got loose. It was amazing how fast they could move even without foots. They encouraged us to visit the new exhibit of oxes that would be arriving in the summer.

Get ready for this week's assembly. It is three mans doing acrobatics. We plan to have a swinging time.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

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CHECK OUT THE LAST LETTER

To make a plural noun possessive, check the last letter of the noun. If it ends in **s**, just add an apostrophe. If the last letter of the plural noun is not **s** add **'s**.

Example: shoes → shoes' feet → feet's

Directions: Cecilia wrote a letter to her pen pal in Canada. She wanted to tell her all about her town's bicentennial celebration. Cecilia forgot the rules of plural possessive nouns. Underline the words that need an apostrophe. Then, write the words correctly on the lines provided.

Dear Kate,

Our town celebrated its bicentennial with a parade and picnic. The marchers route started at our school and ended at Firemens field. It would have been perfect but it was a really windy day. The wind blew the womens hats right off their heads. Most of the clubs floats were pulled by cars. My school float was the best one. There were also marching bands. All of the bands flags were snapping in the wind.

At the picnic there was a pie contest. The contestants pies were judged by the towns mayor. The mens club sponsored races. The childrens sack races were the funniest to watch. At the end of the day, the town officials speeches were heard by everyone. The fireworks were the hit of the evening. They were amazing.

Your pal,
Cecilia

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

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LETTER DROP

Some nouns that end in **f**, **fe**, or **ff** just need **s** added to make them plural. For others, you must drop the **f** or **fe** and add **ves** to make a plural. Say the plural form of the noun. If you hear a **v** sound in it, drop the **f** and add **ves**.

Directions: Look at the singular nouns in the box. Write the plural form of each word in the correct place in the story.

half	leaf	shelf
wife	handcuff	sheriff
loaf	roof	

The Night the Aliens Came to Visit

By Fiona "Freaked Out" Farmingdale

Last night I saw them. Four spaceships landed on the _____ of the houses in my neighborhood. I was sitting in my house when I heard _____ rustling outside. I peeked out the front window and saw the aliens.

I thought the aliens might be hungry. I grabbed the first things I saw. These included two _____ of bread and a bag of peanut butter candy. They were on the kitchen _____. I ran outside.

Two _____ live on my street. Their _____ came out because they heard the noise, too. When one sheriff's wife saw the spaceship, she ran back home to get _____. I'm not sure what she was planning to do with those. While she was gone, an alien came out of one spaceship. The alien had two large containers. He walked over to me and pointed at my candy. I divided the candy into _____. He didn't want the bread. I asked the alien if I could take a photograph of him and he didn't seem to mind. The pictures will be ready tomorrow!

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SHORTEN THE CONVERSATION

Contractions are a shortened form of two words. Missing letters are replaced by an apostrophe.

Directions: Read the conversation below. Circle all the words that can be shortened into contractions. Then, rewrite the sentences using contractions.

1. I have never had so much fun in a class before.

_____

2. Luckily, the windy day was not a problem.

_____

3. Our teacher was a great skater. Can you believe how many competitions she has won?

_____

4. A lot, that is for sure.

_____

5. I wanted to show her I could go fast. She said, "Do not go out so fast."

_____

6. You will do better if you take your time.

_____

7. I could not skate backwards.

_____

8. It is hard to do.

_____

9. I know we will improve.

_____

10. Let us meet here tomorrow to practice.

_____

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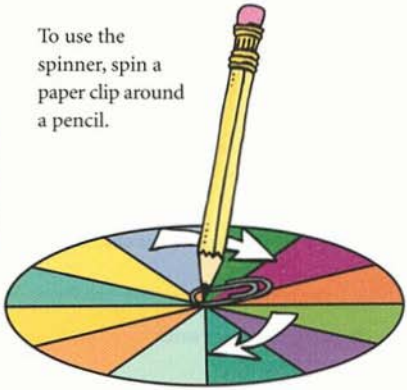
CONTRACTION MATCH-UP

When you make contractions with **not**, combine the verb with **not** and replace the **o** with an apostrophe.

Examples: do not → don't could not → couldn't

Directions: Use the spinner below to find out which contraction to use. Then, write a sentence that uses that contraction and describes the picture on page 49.

To use the spinner, spin a paper clip around a pencil.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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CONTRACTION MATCH-UP

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CONTRACTION ACTION

It's and **its** sound the same, but they have different spellings and meanings. **It's** is a contraction that means **it is**. **Its** means **belonging to**.

Directions: Marla and Darla opened an ice cream parlor. Here's a conversation they had on their first day in business. Write **it's** or **its** to correctly complete each sentence.

1. I hope _____ a busy day with lots of customers.
2. The store is on a good street. _____ location is perfect.
3. _____ going to be a success because of the unusual flavors we offer.
4. Summer is coming. _____ going to be a busy time for us.
5. _____ the best hot weather treat I know.
6. _____ time to unlock the door.
7. I love the bell on the door. _____ sound will ring each time someone comes in.
8. Remember to use the newest scoop. _____ handle is blue.
9. We can't forget to thank everyone. _____ important to be polite.
10. _____ cozy feeling will bring everyone back for more.

Directions: Combine each pronoun with verbs from the box to form contractions. See how many contractions you can make.

will	had	have	am	are	is

1. I _____
2. she _____
3. he _____
4. we _____
5. they _____
6. it _____

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DIVIDING WORDS

A **syllable** is a unit of sound in a word. Every syllable has only one vowel sound. The following are some rules of syllables.

Use hyphens (-) to divide words.

A one-syllable word is never divided.

When a word has a prefix, divide the word between the prefix and the base word.

Example: repaint → re-paint

When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix.

Example: cupful → cup-ful

When two or more consonants come between two vowels in a word, the word is usually divided between the first two consonants.

Example: surprise → sur-prise

Divide a compound word between the words that make up the compound word.

Example: airplane → air-plane

When a vowel is sounded alone in a word, it forms a syllable by itself.

Example: monument → mon-u-ment

Directions: Divide the words into syllables. Use the syllable rules to help you.

1. sapwood _____
2. sapodilla _____
3. dabble _____
4. freeze _____
5. explain _____
6. disclaimer _____
7. hysterical _____
8. millionaire _____
9. questionable _____
10. subscription _____
11. occupation _____
12. expression _____
13. moonlight _____
14. pavement _____

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STRAIGHTENING OUT SYLLABLES

Directions: Decide how many syllables are in each word. Write the number on the line. Then, write the words in the chart correctly in alphabetical order.

1. _____ harmonious
2. _____ lavender
3. _____ layette
4. _____ petunia
5. _____ recount
6. _____ exercise
7. _____ cadence
8. _____ biography
9. _____ assemble
10. _____ message
11. _____ inoperative
12. _____ sanitary
13. _____ sandal
14. _____ innumerable
15. _____ blunt
16. _____ everlasting
17. _____ habitual
18. _____ gymnastics
19. _____ head
20. _____ spite

1 Syllable	2 Syllables	3 Syllables	4 Syllables	5 Syllables

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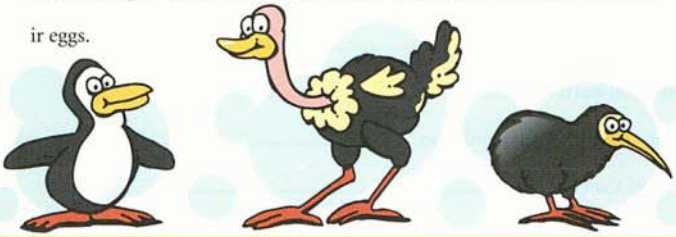
END-OF-THE-LINE SYLLABLES

Directions: Put a check next to each word in the article that is divided incorrectly at the end of the line. Then, correctly write the words in syllables on the lines below.

Why Have Wings If You Can't Fly?

By Bailey Jones

When you think of birds, you think of animals that can fly. Flying is a great advantage for birds. When in danger from another animal, they can fly away. If one area has a scarce amount of food, they can travel long distances to find more. Baby birds are safer in branches on high trees than down on the ground. What about ostriches, penguins, or kiwis? Birds that found themselves on islands rarely flew. There were no predators and plenty of food. Birds with small or useless wings survived just as well as birds that could fly. The dodo was a bird from Australia that did not fly but is now extinct. People killed them for their meat and animals ate their eggs.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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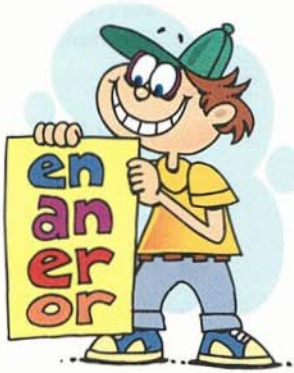
PUTTING SYLLABLES TOGETHER

When a word ends with **en**, **an**, **er**, or **or**, the last syllable usually includes the word ending and the preceding consonant.

Examples: minor → mi-nor
forgotten → for-got-ten



Directions: Each word part below is a syllable in a word. Use the clues to figure out which words these syllables make. Then, write these words in syllables next to the clues. Only two of the words have middle syllables.

Beginning Syllables		Middle Syllables	End Syllables	
sto	fro	rang	ter	ten
o	mir	u	len	tan
stag	writ	fes	zen	sor
les	blis		ger	son
pro	lin		ror	ger

Clues:

1. a teacher in a college _____
2. something you learn _____
3. something taken without permission _____
4. to stay longer than expected _____
5. words put on paper _____
6. a looking glass _____
7. to walk in a swaying motion _____
8. a large tree-dwelling ape _____
9. something that is very cold and hard _____
10. something you get if your shoes are too tight _____

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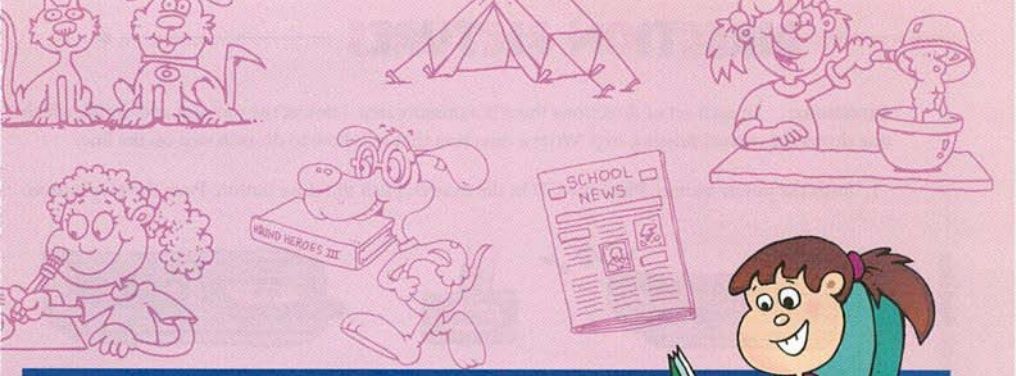
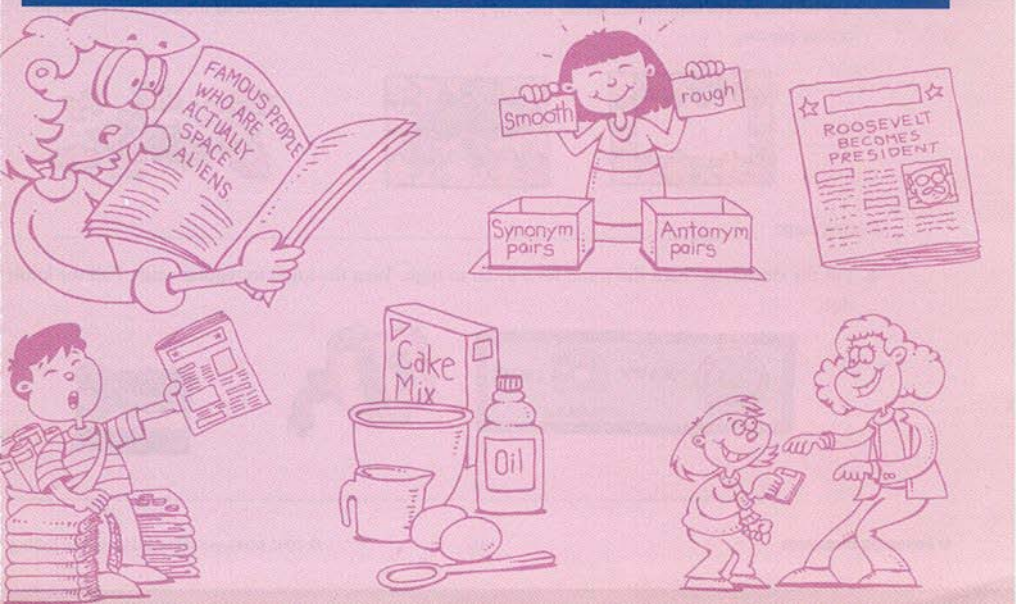


Reading Comprehension



DIRECTION PICTURES

Directions: In each set of directions there is a missing step. Look at the pictures and decide which one shows the correct missing step. Write a direction that tells how to do each step on the line.

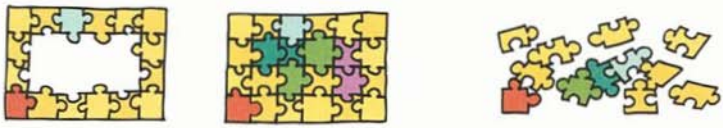
1. Push the power button. Place the CD in the drawer. Push the close button. Push the play button.

Missing step: _____

2. Make a T with the sticks. Attach the sticks to the kite paper. Tie one end of the string to the center of the T. Hold the string and run.

Missing step: _____

3. Lay all the pieces out on the table. Use the picture on the top of the box as a reference. Fill in the center pieces.



Missing step: _____

4. Put the clothes in. Turn the water level knob to high. Turn the knob to regular wash. Pull the knob out.

_____

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MAPPING THE WAY

Tamika's Aunt Keisha and Uncle Terence are visiting. They need to go to the library, video store, supermarket, and post office. Tamika wrote out directions, but her Aunt and Uncle are confused.

Directions: Rewrite Tamika's directions using landmarks and street names from the map.

Go two blocks and turn left.

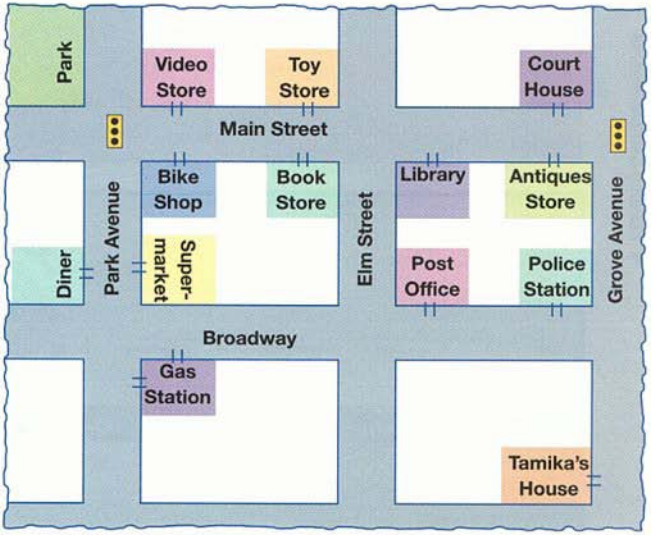
Walk one block.

Then, cross the street and walk one block.

Then, cross the street again and go to the corner.

Take a left at the next corner and go two blocks.

Turn right and go one block.



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FILL OUT THE FORM

Directions: Four people are going camping. Fill in the order form for their camping supplies. Remember to order enough supplies for four people. You can use your home address and phone number.

Item	Price	Order #	Item	Price	Order #
Super Sturdy Tent (4 person tent)	$200 each	97SJ800	First Aid Kit	$22 each	57CN249
Toasty Warm Sleeping Bag	$36 each	86GV394	Waterproof Camera	$25 each	16DK989
Tough Travel Backpack	$20 each	34TP283	Flashlight	$15 each	78PL234
PlastLight Water Bottle	$8 each	22SX436	Portable Stove	$40 each	9STO509

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____

Item	Order #	Quantity	Price	Total

*Shipping
0-$200 = $10
$201-$400 = $20
$401 and up = $30

THANK YOU FOR YOUR ORDER!

Subtotal _____

*Shipping _____

Total _____

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RECIPE PUZZLE

Directions: Put the steps for this recipe in the correct order. Write them on the lines provided. Then, write a list of ingredients you will need.

Pour batter into pans.

Turn oven on to 350°F to heat oven.

Remove cakes from pans. Cool completely before frosting.

Grease sides and bottom of each pan.

Put cake mix, eggs, oil, and water in a large bowl.

Bake for 35-38 minutes.

Stir ingredients together for about 30 seconds.

Use a toothpick to check if cake is cooked. The toothpick should come out clean.

Cool in pan for 10 minutes.

Beat cake batter at medium speed for 2 minutes.

Carefully put pans in oven.

Yummy Cake Recipe

Ingredients _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

_____

10. _____
11. _____

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TIE YOUR SHOE

Directions: Tying your shoes is easy, right? Write the steps to take so someone can figure out how to do it.

Directions: Now, give these directions to an adult in your family. Ask the person to follow the directions exactly. Watch as they do each step. Do you need to revise your directions? Rewrite your directions so they are easier to follow.

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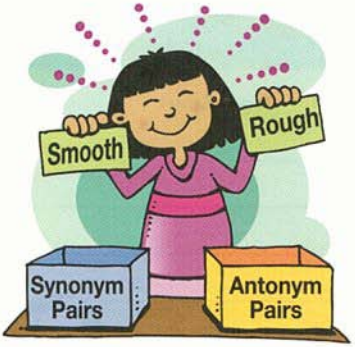
SORTING WORD PAIRS

Directions: Look at the pairs of words in the box. Classify the pairs as synonyms or antonyms. Remember, synonyms are words with almost the same meaning and antonyms are words with the opposite meaning.

smooth, rough
terrific, great
started, began
relieved, worried
ran, jogged
forget, remember
simple, complex
delicate, frail



Synonym Pairs	Antonym Pairs
_____	_____
_____	_____
_____	_____
_____	_____

Directions: Classify each word from the box as an action, a feeling, or a characteristic. Write the words correctly on the lines.

Action	Feeling	Characteristic
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		_____

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CATEGORIES GALORE

Directions: In the box below are names of sports. Fill in the web with the names of the sports that best fit in each category.

baseball	tennis	surfing	volleyball	fishing
soccer	football	golf	basketball	swimming

Team Sport

_____

_____

_____

_____

_____

Individual Sport

_____

_____

_____

_____

_____

Directions: In the box below are names of musical instruments. Classify them into four groups.

violin	trumpet	xylophone	tuba
string bass	cymbals	trombone	snare drum
bassoon	cello	viola	clarinet
flute	triangle	French horn	oboe

Strings

_____

_____

_____

_____

Brass

_____

_____

_____

_____

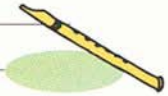
Woodwinds

_____

_____

_____

_____



Percussion

_____

_____

_____

_____

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MESSY GROUPS

Directions: Look at the groups in the chart below. Write a name for each one that tells how all its members are alike. Then, add two more members to each group.

Group Name	Members
Animals with Fur	bear dog cat lion wolf
	United States Mexico China
	Caribbean Atlantic Mediterranean
	lawyers scientists writers
	chirping growling shouting
	asteroids stars comets

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WHAT'S IN AN AD?

Directions: Read the advertisements. Classify information in each one as a fact or opinion. Statements of fact can be proven true. Statements of opinion cannot be proven because they present beliefs, judgments, or feelings.

Barking Dog Plus Security System

Protect Your Home for Less.
We Supply Burglar and Fire Alarms.
We Provide Medical Alert Service.
We Work 24 Hours a Day, 7 Days a Week.
We're the Best in the Business.

Call 800-555-2400

You can feel safe with Barking Dog Plus.

List two facts:

_____

_____

_____

_____

List two opinions

_____

_____

_____

_____

The Museum of Native Americans

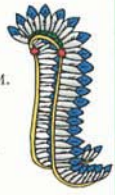
Visit the world's most exciting museum

- over 200 displays (They are awesome, believe us!)
- unique exhibits and lectures
- real-life replicas of dwellings

Hours:
Monday-Saturday, 10 A.M. - 5 P.M.

Admission: $3.00

1600 Madison Ave., Center City



List two facts:

_____

_____

_____

_____

List two opinions

_____

_____

_____

_____

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FOLLOW THE CLUES

When you write a story, be sure to describe the events in sequence, that is, in the order in which they happen. Use time-order words such as **first**, **next**, **then**, and **finally** to help the reader figure out the sequence.

Directions: Read the paragraph. Fill in the missing time-order words.

Go, Sting Rays!

We were getting ready for the Regional Soccer Tournament. Unfortunately, things did not look promising. _____ practice was delayed because of rain. _____ once it stopped raining and practice actually began, two forwards ran after the same ball, collided, and needed to recover from their collision. As if all this wasn't enough, the _____ thing that happened really got the coach upset. We forgot one of the new plays he taught us. He went over the play again, and _____ we remembered it. Things were looking up!

Directions: Think about the steps you take to clean your room. Write them in order. Be sure to use time-order words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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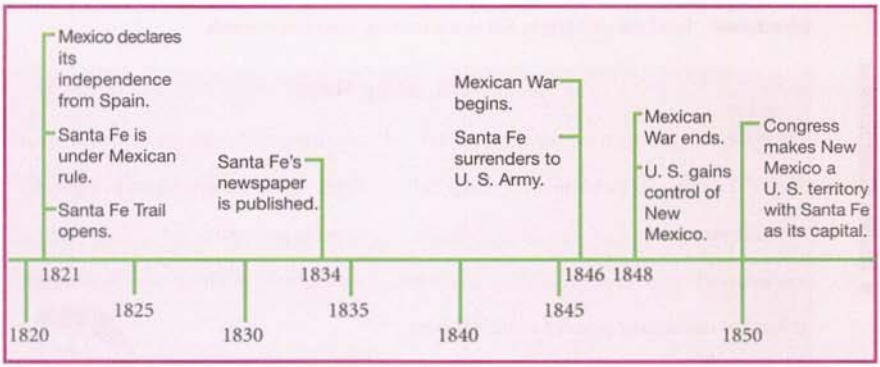
WHEN THINGS HAPPENED

A **time line** is a chart that shows important dates and events in the order they happened.

Directions: Use the time line to answer the questions. Write your answers on the lines.



1. The time line shows events in the history of Santa Fe.

   What year does the time line begin? _____ What year does it end? _____

2. When did Mexico declare its independence from Spain? _____

3. How many years after the Mexican War began did New Mexico become a U. S. territory? _____

4. How many years passed between Mexico's declaration of independence from Spain and the end of the Mexican War? _____

5. Which happened first, Santa Fe surrendered to the U. S. Army or the opening of the Santa Fe Trail?

   _____

6. During which decade did the most events occur? _____

State Flag of New Mexico

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ALL IN A DAY

Directions: Read the activities. Then, write each next to a time that makes sense. Some lines will be blank.

Activities

Go to bed
Go to tennis practice
Wake up
Get out of school
Do homework
Eat breakfast
Play catch with friend
Eat dinner
Go to school
Eat lunch

Hours in the Day

7 A.M. _____

8 A.M. _____

9 A.M. _____

10 A.M. _____

11 A.M. _____

12 P.M. _____

1 P.M. _____

2 P.M. _____

3 P.M. _____

4 P.M. _____

5 P.M. _____

6 P.M. _____

7 P.M. _____

8 P.M. _____

9 P.M. _____

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MAKING A MOSAIC

When you follow directions, be sure to read through them first, slowly. Look for special terms and time-order words, gather all materials, and follow the directions in the order they are written.

Directions: The pictures below show step-by-step directions for making a mosaic. Beside each picture, write the directions to explain each step. Be sure to use time-order words.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

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TOPICS AND MAIN IDEAS

To find the **topic** of a paragraph, ask yourself what the paragraph is about. To find the **main idea**, look for the sentence that best tells about the topic.

Directions: Read each paragraph. Then, identify the topic and the main idea of each of the paragraphs.

"Be a Bazillionaire" is a popular television game show. In the game, contestants answer questions on different topics. As they answer correctly, contestants reach different money levels and can use one of three lifelines to get help in answering questions. The chance to win a bazillion dollars and Reggie Binphil, the engaging host, have made the show popular.

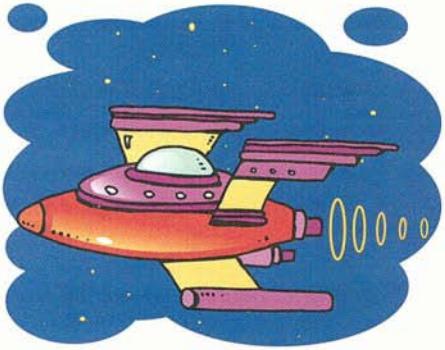
1. What is the topic of this paragraph? _____

2. Which sentence states the most important idea about the topic? _____

_____

_____

Everyone has seen "Celestial Wars," a classic movie loved by many generations. There are tons of exciting special effects used to create realistic space battles between the forces of good and evil. The story, about a father and son who battle against each other, is also memorable. "Celestial Wars" is one of the greatest and most well-known movies of all time.



3. What is the topic of this paragraph? _____

4. Which sentence states the most important idea about the topic? _____

_____

_____

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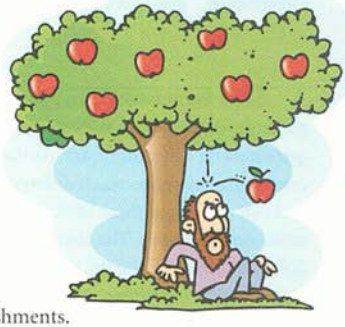
MAIN IDEA MULTIPLE CHOICE

Directions: Read each science report. Circle the sentence that states the main idea of each report.

Isaac Newton lived during the 1600s. He was known for his scientific accomplishments. Among these accomplishments are a new form of math, the invention of the reflecting telescope, the discovery of the range of colors in visible light, the formulation of the laws of motion, and most importantly, the discovery of the laws of gravity. Isaac Newton is one of the greatest scientists of all time.



1. Which of the following is the main idea sentence?

   A. Isaac Newton lived during the 1600s.

   B. Isaac Newton was known for his scientific accomplishments.

   C. Isaac Newton is one of the greatest scientists of all time.

Clouds can be used to predict weather. This is because different types of clouds bring different kinds of weather. Cirrus clouds, which are made of ice crystals, usually appear before a storm. Stratus clouds, which are low, dark clouds, may indicate snow or rain. Cumulus clouds are white and may appear during good weather or during heavy rain showers. So, watch the clouds to figure out tomorrow's weather!

2. Which of the following is the main idea sentence?

   A. Clouds can be used to predict weather.

   B. So, watch the clouds to figure out tomorrow's weather!

   C. This is because different types of clouds bring different kinds of weather.

Water can appear in three forms: solid, liquid, or gas. These are all in the Earth's atmosphere. Solid and liquid water are seen in clouds, snowflakes, and raindrops. But water as a gas is invisible. It is found in the atmosphere in the form of water vapor.

3. Which of the following is the main idea sentence?

   A. These are all in the Earth's atmosphere.

   B. Solids and liquids are found in clouds, snowflakes, and raindrops.

   C. Water can appear in three forms: solid, liquid, or gas.

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MAIN IDEA MATCH

Directions: Look at the illustrations for six different social studies topics. Circle the sentence that best tells the main idea of the illustration.

1. Women worked to get the right to vote.

   Women liked to protest.

   It is important to vote.

2. The Capitol is a large, white building.

   Washington D.C. has many important monuments.

   Congress is the branch of government that makes new laws.

3. Flags are pretty.

   The American flag is a symbol of the United States.

   Every country has a flag.

4. People traveled to California during the Gold Rush.

   In 1849, people known as Forty-niners panned for gold.

   Gold is an important metal.

5. There are lots of things to see in space.

   Becoming an astronaut takes a lot of time and effort.

   The United States was the first nation to land a person on the moon.

6. Thomas Edison invented the electric light bulb.

   Thomas Edison made many important discoveries.

   Thomas Edison lived in New Jersey.

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WHAT'S THE MAIN IDEA?

Often the main idea of a passage is **stated** in a sentence. Sometimes, however, you have to figure out the **unstated** main idea by looking at important details.

Directions: Read each paragraph. Then, write a sentence that states the main idea for each paragraph.

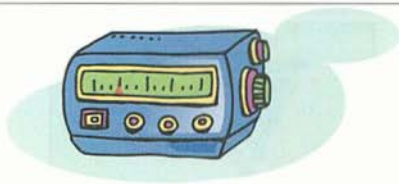
One of the most popular forms of entertainment today is playing computer games. Children are fascinated by these games. They are popular because they have exciting graphics, fun activities, and a wide variety of games.

Stated Main Idea: _____

_____

_____

Some radio stations play jazz. Others play rock. Still others play country. Some stations just report the news and weather. What a lot of variety we get from radio!



Unstated Main Idea: _____

_____

_____

Do you have a hobby? One kind of hobby involves collecting things. Some people collect stamps. Others may collect dolls or stuffed animals. Many people collect and trade sports cards. Another kind of hobby involves building things. Some people build models of ships and airplanes from kits or build large structures from Legos. Other hobbies involve music, art, dance, and sports.

Unstated Main Idea: _____

_____

_____

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Directions: Read each paragraph. Then, answer the questions.

You need a balanced diet to stay healthy. A balanced diet provides the amount of nutrients your body needs every day. By eating lots of different foods, you will get the nutrients you require to stay healthy.

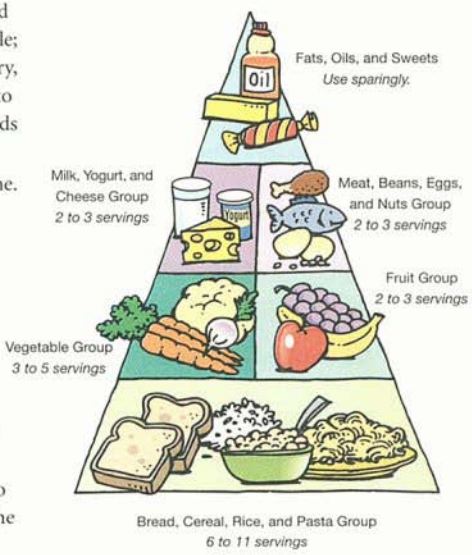
1. What is the topic of this paragraph? Circle one.
   A. eating foods
   B. the importance of a balanced diet
   C. planning your diet
2. Which sentence states the main idea about the topic?
   A. When you eat lots of different foods you get the nutrients you require.
   B. A balanced diet provides the amount of nutrients your body needs every day.
   C. You need a balanced diet to stay healthy.

The food guide pyramid shows the five basic food groups. When choosing what to eat, you should think about these food groups. The food groups are Bread, Cereal, Rice, and Pasta; Vegetable; Fruit; Milk, Yogurt, and Cheese; and Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts. The best way to plan a balanced diet is to choose a variety of foods from each of the five food groups.

3. What is the topic of this paragraph? Circle one.
   A. planning a balanced diet
   B. vegetables
   C. the food guide pyramid
4. Which sentence states the main idea about the topic? Circle one.
   A. The food guide pyramid shows the five basic food groups.
   B. When choosing what to eat, you should think about these food groups.
   C. The best way to plan a balanced diet is to choose a variety of foods from each of the five food groups.

You should avoid eating cookies, candy, and sweetened soft drinks. These foods have a lot of sugar and very little nutritional value. They may also cause you to gain weight and your teeth to decay.

5. What is the topic of this paragraph? Circle one.
   A. foods to avoid eating
   B. sugar
   C. how to avoid gaining weight.
6. What is the unstated main idea? Circle one.
   A. Some foods have a lot of sugar and not much nutritional value.
   B. Cookies, candy, and sweetened soft drinks are not healthful foods.
   C. Foods with a lot of sugar can cause you to gain weight.



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SUPPORT FOR THE MAIN IDEA

Sometimes the main idea is not stated directly. When this happens, you can use **supporting details** to infer the main idea.

Directions: Read each paragraph.
Then, answer the questions.

Spiders and insects are small creatures. They both have thin, jointed legs and segmented bodies. Both spiders and insects can be found in a rainbow of colors and a variety of sizes.

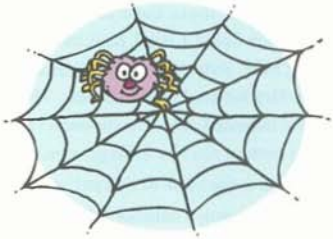
1. What is the unstated main idea of this paragraph? _____

2. List two details that support the main idea.

_____

_____

_____



Have you ever seen a spider's web? One web, called a ladder web, is long and narrow. Another web is called an orb web. This kind of web resembles a wheel.

3. What is the unstated main idea of this paragraph? _____

4 List two details that support the main idea.

_____

_____

_____

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SOME DO—SOME DON'T

Writers include **details** to help readers understand the selection. Some details **support the main idea**. Other details may provide additional information or enhance the story, but **do not support the main idea**.

Directions: Read the paragraphs below. Then, answer the questions.

Snakes come in all shapes and sizes. Some snakes, such as tree snakes, have long and thin bodies. This helps them blend into their environment. Other snakes, such as sea snakes, are thinner from side to side than from front to back. This shape helps them move through the water. Some snakes are even short and stubby.

1. What is the main idea of the paragraph? _____

2. List two details that support the main idea. _____

3. Which details tell more about snakes but are not supporting details? _____

All mammals have fur or hair. These body coverings help keep mammals warm. Because mammals are warm-blooded, their body temperature stays about the same all the time, no matter what the temperature around them is. The fur of mammals keeps body warmth in and cold out.

4. What is the main idea of the paragraph? _____

5. List two details that support the main idea. _____

6. Which details tell more about mammals but are not supporting details? _____

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PICTURE THE DETAILS

Directions: Look at each illustration and main idea. Then, circle all supporting details that go with them.

Main Idea: The runners were lined up to begin the big race.

1. Which could be supporting details?

   A. There were many fast runners.

   B. The runners were waiting at the starting line.

   C. The official had a stop watch.

   D. The runners were wearing racing clothes.

Main Idea: Tina and Patty were looking for something unusual in the attic.

2. Which could be supporting details?

   A. They have fun in the attic.

   B. The attic is cold and dark.

   C. They find old clothes in a trunk.

   D. They think it is scary in the attic.

Main Idea: Roberto and several of his friends went to the beach yesterday.

3. Which could be supporting details?

   A. Some people are afraid of swimming in the ocean.

   B. Some children played games on the beach.

   C. The water was rough.

   D. Some children went swimming.

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IT'S ALL IN THE DETAILS

Directions: Read each main idea below. Write two supporting details that could be included with it in a paragraph. You can use a reference source, if necessary.

1. Christopher Columbus was a famous explorer.

2. Watching the Olympics is exciting!

Directions: Choose one of the following topics. Write a paragraph about it that includes a main idea sentence and at least two sentences with supporting details.

Celebrating Your Favorite Holiday	A Memorable Present
Your Special Talent	A New Family Member

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WHAT'S THE ORDER?

Directions: The sentences below are out of order. Put each group of sentences into a paragraph. Be sure the main idea sentence is first. The sentences with the supporting details should follow.

He began practicing and studying very hard.
That was the beginning of his professional career.
Itzhak Perlman's musical talent was realized when he was young.
When he was 13, he made an appearance on the *Ed Sullivan Show.*
At age four, his parents got him a violin.

The Plains Indians learned quickly how to train horses, and they became excellent riders.
Eventually, horses came to symbolize wealth to the Plains Indians.
They also used horses to travel.
They used horses for hunting and were able to gather food more quickly than on foot.
Horses completely changed the lives of the Plains Indians.
Although Coronado brought horses to North America in the 1500s, tribes on the northern plains did not acquire them until the 1700s.
One chief owned more than one thousand horses.

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WHAT WILL HAPPEN?

Directions: Read each situation. Then, use what you know to make a prediction.

"Have a good day, and please don't forget to shut the windows before you leave for school!" said Mrs. Martin, rushing to catch her bus.

Max was eating breakfast and finishing the homework assignment he had forgotten to do last night. Twenty minutes later, he looked up at the clock. If he didn't hurry, he would miss his bus. Max shoved his homework and books into his backpack and ran out the door, making sure it was locked.

It was during math class that Max heard thunder and a howling wind and noticed the dark storm clouds.

"Oh, no," Max moaned to himself.

1. Predict what Max will find when he gets home. _____

_____

_____

Mary Beth had 10 more problems to finish before she could meet her friends. If she hadn't wasted so much time on the computer after dinner while she was supposed to be doing homework, she could have been outside having fun with them right now. Within a half-hour Mary Beth was out the door.

Only a few minutes later, she heard her mother calling her. "Mary Beth! It's time to come in!"

She barely had a chance to play. Reluctantly, Mary Beth left her friends and went inside. She was determined to do things differently tomorrow.

2. Predict what Mary Beth will do differently. _____

_____

_____

The Johnsons are away for the week. They have hired Dennis to get their mail and newspaper each afternoon while they are gone.

When Dennis gets home from school on Monday, he collects their mail and paper. On Tuesday, he has soccer practice all afternoon and forgets. On Wednesday, he goes to a friend's house and stays overnight. Except for Monday, in fact, Dennis forgets to get the mail and paper every day that week.

3. Predict the outcome when the Johnsons return from their trip. _____

_____

_____

_____

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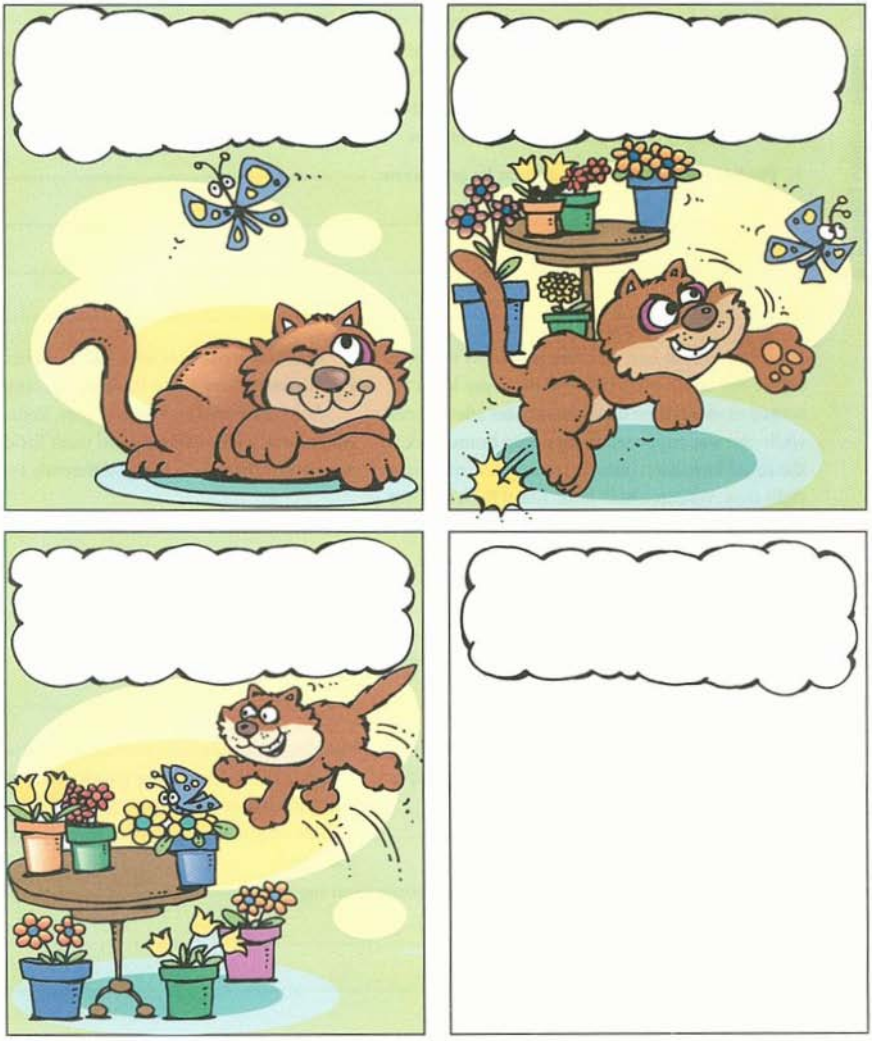
WHAT HAPPENS NEXT?

Directions: Do you like to read comic strips? Have you ever tried to predict the outcome before reading the last frame? Well, here's your chance to show what you know about cats, predict what will happen, and be an artist, too! Read the frames below. Then, draw the ending.



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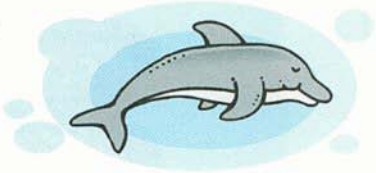
I CONCLUDE . . .

Directions: When you read, you use information in the text as well as what you know to draw conclusions. Read the following facts and think about what you know. Make a checkmark next to the correct conclusion. Then, write another conclusion for each of the facts.

1. Dolphins sleep just under the surface of the water but come up for air at three to four minute intervals.



_____ Dolphins are not fish but mammals.

_____ Dolphins are light sleepers.

_____

2. Hydroponics, the cultivation of plants in water, was once used by the ancient Aztecs and Chinese, and is currently in use year-round in many greenhouses where the climate makes it impossible to grow plants outside.

_____ Hydroponics is not a new method of growing plants.

_____ Hydroponics is an efficient method of plant cultivation.

_____

3. Between 1950 and 1996, the population of New York City went from 7,891,957 to 7,380,906, while the population of Dallas went from 434,462 to 1,053,292.

_____ New York City is one of the largest cities in the world.

_____ The population of a city can increase or decrease over time.

_____

4. An elephant eats about 1/20 of its own body weight daily, while a mouse eats as much as its weight.

_____ An elephant eats an enormous amount of food each day.

_____ A smaller animal such as the mouse eats more in relation to its size.

_____

5. In less than a decade, the landfills in over half of the 50 states will be filled to capacity.

_____ We are running out of room for all the garbage we produce.

_____ Landfills are not the best solution for disposing of garbage.

_____

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YOU BE THE JUDGE

Directions: Read the following words of several "characters." Then, write words from the box that describe that character.

rude	discourteous
encouraging	sympathetic
helpful	sourpuss
complainer	supportive
unfriendly	mean
troublesome	difficult

1. "Have you seen that new boy in math class?" snickered Jenna. "I haven't really talked to him yet, but he sure looks like a weirdo. Don't you agree?"

   _____

2. "You look like you're having a hard time with the last problem. Would you like some help?" asked Jackie. "I remember how fractions, decimals, and percents used to confuse me. Here, let me show you."

   _____

3. "You can't make me do my homework if I don't want to!" screamed Alan, as he stomped off and kicked over the wastebasket.

   _____

4. "All you need is a little more practice and you'll have it," said the coach. "I know you can do it. Don't give up now."

   _____

5. "What a dump this place is! Hey, you. I'm hungry. Get over here and take my order right now," demanded Sydney.

   _____

6. "Nothing ever goes right for me," whined Jessica. "I missed the bus this morning and had to walk. I lost my lunch money along the way, and now I can't find my English homework."

   _____

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CLUE SEARCH

When you come to a word you do not know, you can look at its **context**, or the words and phrases around it, to try to figure out its meaning. Context clues within a sentence can include synonyms, antonyms, and explanations.

Directions: As you read each of the following sentences, look for context clues to help determine the meaning of each underlined word. Circle the clues. Write what you think each word means. You can use a dictionary to see if you are correct.

1. Two flood victims clung tenaciously to a branch, refusing to let go or give up hope.

   _____

2. The man will be incarcerated for breaking the law and will not be paroled until 2015.

   _____

3. The doctor waited until the hysterical child had calmed down enough to be examined.

   _____

4. So many wild animals live in our backyard that it is like a menagerie, only without the cages.

   _____

5. After exploring cartography as a possible career, I've decided that map making would be quite interesting.

   _____

6. The man was so frugal in his spending for meals that they were barely enough to satisfy his hunger.

   _____

7. As a philatelist, I subscribe to *Stamp Collectors' Digest.* _____

8. Thomas Edison and Alexander Graham Bell were not only contemporaries but were even born in the same year of 1847.

   _____

9. Try to make your definitions concise by using as few words as possible.

   _____

10. John is a conscientious student whose work shows great care and concern for detail.

    _____

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A FITTING CHOICE

Directions: Read each sentence. Look at the three word choices. Use context clues to help you choose the correct word to complete the sentence. Write it on the line.

1. The chef prepared a s_____s meal that absolutely everyone enjoyed.

   scrumptious scrunches sponges

2. The text was extremely difficult to read and beyond my c_____n.

   communication complain comprehension

3. High-wire performers have a rather p_____s job when you consider what could happen if they should fall.

   previous princess precarious

4. It was with great r_____e that John agreed to take on such as dangerous job.

   responsible reluctance receive

5. The v_____y of light is approximately 186, 000 miles per second.

   velocity velvety victory

6. The judge issued a w_____t allowing the police to search the building.

   wrist wallet warrant

7. It is an a_____d idea and obviously untrue.

   absurd absorb aboard

8. Maria's tale of her journey through South America made an interesting n_____e for her readers.

   native nature narrative

9. The wolves attacked their prey with such f_____y that it was difficult for some of us to observe.

   family ferocity fiery

10. Unearthing fossil remains of dinosaurs is l_____s work requiring time, skill, and patience.

    laborious laboratories labors

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CONTEXT CLUES SCRAMBLE

Directions: Unscramble the following words. (Hint: All of the words begin with **con**.) Then, write an unscrambled word to complete each sentence below. Use context clues to help you choose the best word.

quoncer
centratenco
ribcontute
tincoalun
inontac
eneccofern
tantcroc
nocalec
sentoncravio

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

1. Al tried to _____ the gift behind his back so Ann wouldn't see it.
2. The _____ of wildlife is necessary if certain animals are to survive.
3. If you _____ closely on the problem, you can figure out the solution.
4. There is a _____ flow of traffic on this highway, no matter what the hour or season of the year.
5. We _____ money to several charities each year, including the Red Cross.
6. Parents and teachers held a _____ to discuss the new library.
7. It takes great strength and willpower to _____ a bad habit like biting your nails.
8. How many quarts of juice does this pitcher _____?
9. Everyone signed the _____ after agreeing to all the terms.

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TO BE MORE PRECISE

Directions: Complete the sentence for each dictionary entry to show how each word is used. Be sure to include explanations, antonyms, and synonyms as context clues in your sentences.

as sist ance (ə sis′ təns) help; aid:

Without your assistance, _____

_____

chron i cle (kron′ ə kəl) record of events in the order in which they happened; history; story:

The explorer kept a chronicle _____

_____

cou ra geous (kə rā′ jəs)brave; fearless; full of courage:

The courageous knight _____

_____

de mol ish (di mol′ ish)destroy; pull or tear down:

The old building was demolished _____

_____

drab (drab)dull; unattractive:

The woman dramatically altered the drab room by _____

_____

gen e ros i ty (jen′ ə ros′ ə tē)being generous; unselfishness; willingness to share:

As the result of their neighbor's generosity, _____

_____

gro tesque (grō tesk′)unnatural in shape, appearance, or manner; fantastic; odd:

The book is filled with pictures of grotesque creatures and other _____

_____

stead i ly (sted′ l ē) in a steady manner; firmly; uniformly:

The carpenter worked steadily _____

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FACT OR OPINION?

What is the difference between a fact and an opinion? **Facts** can be proven true. **Opinions** are beliefs, judgments, or feelings that cannot be verified.

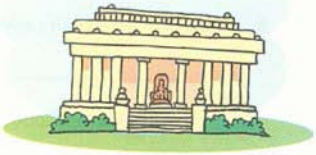
Directions: Each of the following sentences contains a fact and an opinion. Underline the part that states a fact, and put brackets around each part that states an opinion.

1. The most exciting place to tour in Washington, D.C. is the White House, which has been the home and office of every U.S. President except George Washington.

2. The capital was named after George Washington, our nation's first President and the greatest general in our nation's history.

3. The Washington Monument is a 555-foot white marble obelisk that is enjoyed by every visitor to our nation's capital.

4. I think the Declaration of Independence, the Constitution, and the Bill of Rights are our nation's most important historic documents, and they are on display at the National Archives.



5. The National Air and Space Museum is one of the Smithsonian Institution's 14 museums and the most interesting one of all.

6. The National Zoo is also part of the Smithsonian, and it's a terrific place for families to visit.

7. The Lincoln Memorial is a beautiful monument, and it includes a gigantic statue of Abraham Lincoln, our 16th President.

8. The dome of the Capitol is visible from many parts of the city and is a spectacular sight.

9. There is an exhibit for children over eight years old at the U.S. Holocaust Memorial Museum called *Daniel's Story*, but I think everyone should see it.

10. The National Gallery of Art, located on the Mall, is without a doubt the world's greatest art museum.

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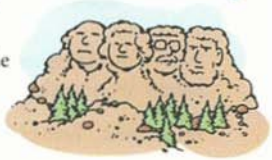
SCRAMBLED SENTENCES



Directions: Unscramble each sentence below. Write it correctly on the lines. Then, if the sentence is a fact, write **F**. If it is an opinion, write **O**.

1. _____ U.S. Presidents Virginia eight in were born _____

2. _____ Mount Rushmore everyone should to see South Dakota to go _____

3. _____ can get sandwiches cheese steak great only you in Philadelphia _____

4. _____ vacation winter your best the Colorado place is to spend _____

5. _____ Mt. McKinley is the Alaska's United States point highest in the _____

6. _____ parks enjoy Utah's awesome all visitors really _____

7. _____ is state area in Rhode Island the smallest _____

8. _____ thinks is everyone that spectacular Yellowstone Park _____

9. _____ North America is only state on the Hawaii not the mainland of _____

10. _____ Union the first join to state the Delaware was _____

11. _____ beaches nicest the states coastal of all the has Florida _____

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JUST THE FACTS, PLEASE

Directions: Read Ricky's paragraph. Underline each sentence that states an opinion rather than a fact. Then, list one valid and faulty opinion. Opinions are considered valid if they are supported by facts and faulty if they are not.

There are some really goofy laws still on the books in cities and towns throughout the United States. Many of these laws were passed a long time ago. Why they were passed in the first place is beyond me! People back then sure had some strange ideas about right and wrong.

In New Jersey, for example, it is against the law to slurp your soup in a public restaurant, and in the city of Newark, you must have a written note from your doctor if you want to buy ice cream after 6:00 P.M.!

If you happen to live within the city limits of Flowery Branch, Georgia, you had better not yell, "Snake!" Kids who live in Minneapolis, Minnesota, will like this next law, especially if they don't have a dishwasher. You see, it's against the law to wipe dishes dry. The lawmakers believed that dishes should drip dry. If you are a boy in Pulaski, Illinois, watch out where you throw snowballs! It's against the law for you to throw them at trees. I suppose it's okay for girls to throw snowballs though because they aren't mentioned in the law. That's really unfair.

Now here's another, you'll enjoy. I'm sure you'd agree that most little kids like lollipops. Well, guess what! If you live in Spokane, Washington, you are not allowed to buy a lollipop if you are a child. It's the law! If your family car drips oil or anything else for that matter, Green Bay, Wisconsin, is not the place to be. There is a one-dollar fine for every drip your car makes on the pavement. Speaking of cars, if you like comics, don't get caught reading them if you are riding in a car in Norman, Oklahoma. It's against the law.

Now here's the best one. In Winnetka, Illinois, it's against the law to take your shoes off in a theater if your feet smell.

Valid Opinion

_____

_____

_____

_____

Faulty Opinion

_____

_____

_____

_____

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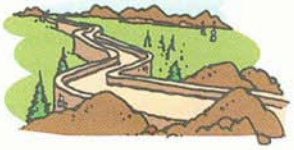
IS THAT A FACT?

Directions: Read each statement and write **O** if it states an opinion or **F** if it states a fact. Then, give a reason for each answer.



1. _____ The most impressive view of China's Great Wall is from a space shuttle as it orbits Earth.

2. _____ Built between 400s B.C. and A.D. 1600s, the Great Wall was the greatest engineering feat of its time.

3. _____ The Great Wall is the longest man-made structure in existence, with the main part stretching over 2,100 miles.

4. _____ If you include the Great Wall's side sections and spurs, you can add another 1800 miles or so to its total length, making it as long as the Nile River.

5. _____ The Chinese should rebuild all the sections of the Great Wall that have crumbled over the centuries.

6. _____ Everyone says that the Great Wall is China's greatest national treasure.

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THEN AND NOW

You compare to show how things are alike. You contrast to show how they are different. You can compare and contrast things, ideas, facts, people, or stories. Here are some clue words you can use to show readers that you are comparing or contrasting things.

similarly	in the same way	however	opposite
likewise	and	in contrast	different from
too	also	but	on the other hand
in addition	or	rather	

Directions: Read the following passage. Then, write three sentences that compare and three sentences that contrast the one-room school of the 1800s and your school today. Use clue words from the box.

Imagine that you live in a rural American town during the 1800s. Chances are you attend a one-room school with your brothers, sisters, and friends. There is only one teacher and she teaches all the grades. Your teacher doesn't stand for any nonsense either; she is a very strict disciplinarian. She has to be with 60 children in one room. Reading, writing, and arithmetic are the main subjects. You spend a lot of time memorizing because that is the method of learning. Everyone learns to read using William H. McGuffey's *Eclectic Reader*. These readers emphasize patriotism. Your teacher also stresses that to be a good American, you must work hard and be honest, thrifty, and courageous.

Compare _____

_____

_____

_____

_____

_____

Contrast _____

_____

_____

_____

_____

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COMPARE! CONTRAST! CHOOSE!

Directions: Kobe wants to buy a bike and has saved $125. He found some information about one bike from a company online. He also cut out an ad from the newspaper for a similar bike. Help Kobe compare and contrast the two bikes. Complete the chart.

Rally Boy's Mountain Master

When it comes to bicycles for active, hard-playing boys, ages 10-14, sturdiness and safety are essential. This yellow and black 24" wheel Mountain Master offers both and is sure to please both parents and kids. It features a unique oversized frame that makes getting on and off a snap, a large derailleur guard, alloy hubs and rims, and many other dependable components. A 21-speed drive train makes riding effortless. The twist shifters come equipped with an easy-to-read gear display to let you know what gear you're in. Top-notch linear pull brakes allow young riders to stop when they need to. The 1.95-inch all-terrain tires perform well on any surface. Your cost is only $229.99.*

*Price does not include shipping. Delivery 4-5 working days. Assembly required.

FOR SALE

Used boy's 24" blue Rally Mountain King bike 21-speed, easy-to-read gear shift display, pull brakes, large derailleur guard and an extra set of 1.95 all-terrain tires. Just a year old, still like new. Perfect for a 10- to 14-year-old boy. Come and check it out. Take it for a spin around the block. Asking only $100. Call 555-1234 for more details.

Compare

Contrast

If you were Kobe, which bike would you buy? Why?

_____

_____

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CATS AND DOGS

Directions: Magda is comparing and contrasting her cat Spike and her dog Fritz. Here's her chart.

	SPIKE	FRITZ
Tricks	does nothing on command	fetches, sits, shakes, begs
Destructiveness	claws furniture and drapes	chews shoes, slippers, and anything left around
Food	eats only one kind of cat food and only when he feels like it	eats anything and everything edible including stuff I don't like
Grooming	loves to be brushed	loves to be brushed
Breath	not too bad if you like fish which I don't	bad enough to knock you out
Friendliness	cuddly *only* when he wants to be cuddled	always happy, wagging tail, licking my face, wanting to play
Vet Visits	could not care less	has to be dragged through the door

1. Use Magda's chart to explain how Spike and Fritz are alike. _____

_____

_____

2. Use Magda's chart to explain how Spike and Fritz are different. _____

_____

_____

_____

Do you think one makes a better pet than the other? Why or why not? _____

_____

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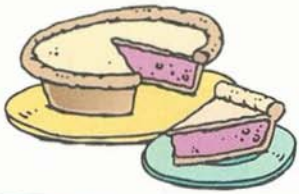
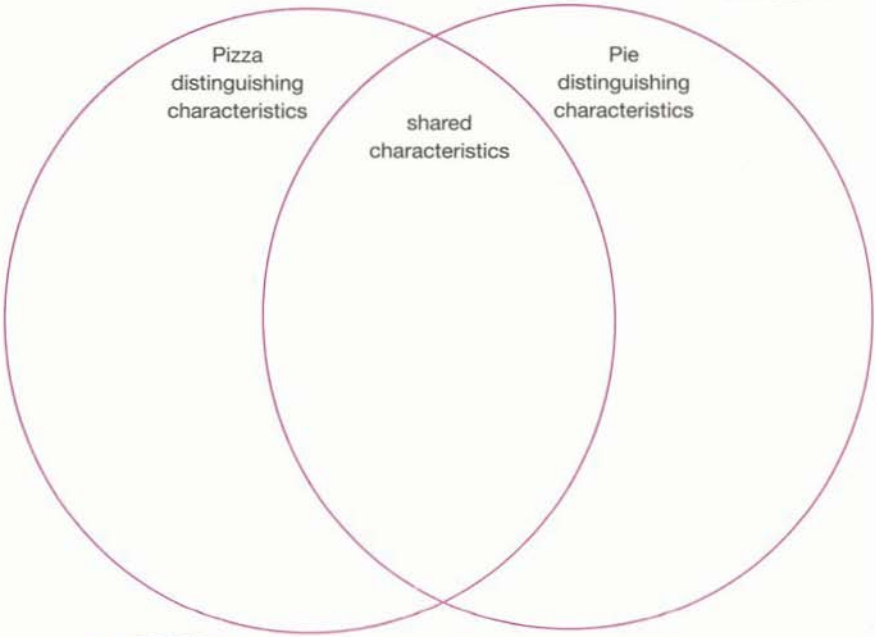
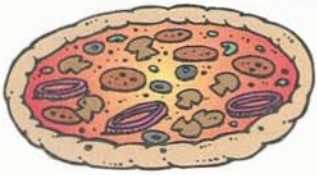
PIZZA AND PIE

Directions: You can use a Venn diagram to compare and contrast things, ideas, facts, and people. As you study the delicious-looking pizza and blueberry-peach pie, list their similarities and their distinguishing characteristics on the diagram below.







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WHAT'S MISSING?

Why something happens is the cause of an event. What happens as a result is the effect. Sometimes there is more than one cause and effect for an event.

Directions: Complete the following sentences with the missing cause(s) or effect(s). If you add a cause, write **C**. If you add an effect, write **E**.

1. ____ Jordan did not mow the lawn today because _____

   and _____

2. ____ Jane _____
   because she stayed up late and watched TV instead of studying her notes.

3. ____ Miguel forgot to set his alarm clock last night, so _____

   and then _____

4. ____ Jasmine's parents grounded her for one month because _____

   _____

5. ____ Andrew was not paying any attention to the road signs so _____

   and _____

6. ____ Onlookers were curious to see what had happened so _____

   _____

7. ____ Jennifer called Maria to get the homework assignment for science class because _____

   _____

8. ____ Tim _____

   because he set the oven at 425°F instead of 325°F and allowed it to bake longer than necessary.

9. ____ _____ and _____
   so Mrs. Ruiz stopped for gas on the way to work.

10. ____ Our bus driver took an alternate route this morning when _____

    _____

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MANDY MUFFET'S MAZE

Directions: Sometimes one cause can have many effects and lead to a series of events. Complete the maze to find out everything that happened to Mandy Muffet. Start at BEGIN and read the sentence in the first square. Then, read the sentence in a square that's above, below, or next to the one you're on. Decide which one has the correct effect and draw a line to connect the boxes. Continue to identify each effect in sequential order until you get to the end of the maze.

END

Mandy Muffet screamed and tossed the bowl into the air.	The bowl fell to the floor.	The bowl broke into pieces.	Curds and whey spilled everywhere.	A doctor put Mrs. Muffet's leg in a cast.	Mandy Muffet said she'd never ever go to bed without supper.
The yucky arachnid scared the daylights out of Mandy Muffet.	A spider that had been hanging around saw the strange mixture and came down to get a better look.	She prepared an extra large bowl of curds and whey and sat down to eat on her tuffet.	Mrs. Muffet came running and slipped across the wet floor.	Mrs. Muffet went to the emergency room.	An ambulance arrived at the Muffet home.
Mandy Muffet wasn't hungry last night.	Mandy Muffet went to bed without supper.	Mandy Muffet was famished in the morning.	Mrs. Muffet fell over Missy Muffet's tuffet.	Poor Mrs. Muffet broke her ankle.	Mandy Muffet dialed 911.

BEGIN

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ONE THING LEADS TO ANOTHER

Directions: Mrs. Andrews wants to know why Maggie handed in a computer disk instead of the paper that was due for English class. Read the excuse Maggie gave Mrs. Andrews. Underline the cause in each italicized sentence and put brackets around the effect.

Well, Mrs. Andrews, it's all because of my brother and mother. I really did work on my paper last night. *The telephone rang around 7:00, so I answered it.* It was my friend Jody. *She had some questions about our math homework, and I helped her.*

While I was on the phone, my brother got on the computer to play a game. *He didn't know that my paper was something important, so he closed the program and deleted it. When I got off the phone, I discovered what my brother had done, and I was really upset. Because he had deleted my paper, I had to retype the whole thing.* It wasn't so easy, either. *I had trouble remembering everything I had written, so I had to start from scratch. It took me nearly two hours to retype it, and I was really tired and frustrated.*

By 9:00 I was almost ready to print it out. *I didn't know it yet, but my mother had printed out all these invitations for a big family party the day before, and the printer was about out of ink.* There was only enough ink to print out the first two lines of my paper. Here, you can see the paper for yourself. Anyway, by that time it was 9:30. *There was no way to get a new ink cartridge because the office supply store was closed already.*

So you see, Mrs. Andrews, if my brother hadn't deleted my paper, I could have gotten to the store in time and printed out my paper.

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PUT THEM TOGETHER

Directions: Find the causes and effects that make sense together. Write the complete cause/effect sentences on the lines provided.

His alarm clock didn't go off.

There were no dishes, bowls, glasses, or silverware for breakfast.

She was overtired.

He forgot to use sunblock.

Her pictures didn't turn out.

He forgot to start the dishwasher last night.

His car engine overheated.

He went to the police station.

He got a terrible sunburn.

She called emergency road service.

There was an accident on the parkway.

The leaves and flowers withered.

He was disappointed.

She left the lens cap on her camera.

He was late for work.

She stayed up too late last night.

He heard an explosion.

His wallet was stolen.

He didn't water the plants for two weeks.

He got stuck in a traffic jam.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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GAME SHOW CONTESTANTS

Sometimes you need to **infer**, or make an educated guess, about information that is missing from a selection. Use details from the selection and your own experience to make inferences.

Directions: Read the story. Then use story details to infer the identity of each contestant. Write each contestant's name on the line below the correct picture.

The two teams were preparing for the game show to start. On the first team, Nellie was busy reciting math formulas backwards and forwards. Jill was doing push-ups at the front of the stage to calm her nerves. Vinnie chimed in, "Hey, are you doing push-ups? This is a game to test how smart you are, not how strong… but then, what do you care, you already have the smartest kid in school on your team! Did I tell you about the time my sister was on a game show? She…."

Vinnie kept talking but no one was really listening. Gary had his hands full putting plastic spiders under Sam's chair, hoping he might distract Sam when it was his turn to answer a question. Sam didn't know about the spiders, but he looked like he was about to cry anyway; he hated having to sit on the stage and speak in front of a group of people. He was especially worried because his team was still missing a contestant, Lena, who was always late.

Finally, Lena arrived and Vinnie started to complain. "Lena, how is our team supposed to win if you can't even show up on time? I was just saying to my best friend the other day that . . . "

Lena interrupted him. "Stick a sock in it, Vinnie, or I'll steal your lunch money like I did last week."

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Authors write for different purposes. They may write to persuade, to inform, or to entertain their readers.

Directions: Read each passage and infer the author's purpose. Write **persuade**, **inform**, or **entertain** on the line below each one.

If you want tulips in your spring garden, the best time to plant them is in the fall. If you can dig a hole, you can plant tulip bulbs. First, when you are choosing your bulbs, give them a good squeeze. If the bulb is soft, don't choose it. Only choose firm bulbs. Then dig a hole for each bulb about eight inches deep. Cover the bulbs with dirt and water generously. In spring, you will see beautiful tulips.

_____

There's only one place to buy fresh flowers. Main Street Florists has the best selection in town! Their prices are the lowest. Last week, I bought a bouquet of daisies and it cost only $4.99. A week later, the daisies still look as fresh as the day they were picked. Whenever I need flowers, I go to Main Street Florists. You should, too!

_____

When you want to get a tree for your yard, you should get a dogwood. Every spring it blooms beautiful white or pink flowers. When the flowers fall off, you have pretty green leaves all summer and fall. There isn't a prettier tree in the bunch. The nicest place to plant the tree is outside your kitchen window. This way, you can see it every day while you eat. There is no better tree for your yard than the dogwood.

_____

To get to the Botanical Garden, go to the town square. Walk three blocks north on Main Street, then take a right onto Hudson Street. Walk for another two blocks, cross the footbridge, and enter McKinley Park. The Botanical Garden is at the farthest end of the park, about a five-minute walk along the main path.

_____

When I was a child, my father would read me stories about Peter Rabbit. We would always hope for Peter to get out of the garden safely. I thought that Mr. MacGregor was nothing but a mean old man! Dad would even boo when Mr. MacGregor appeared in the story. But when my dad started his own garden in the backyard, I was in for a surprise—he started acting just like Mr. MacGregor! Whenever he saw a rabbit or a squirrel near the garden, he would shout and chase it away like a madman.

_____

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PLOT IT OUT

Directions: The writers at the hit TV show "Maddie's Way" ran out of time before they could finish writing new storylines for the show. Read each storyline. Then, infer what is missing and write it on the line.

Maddie's Apples

- First, Maddie goes apple picking with friends.
- Then, she brings her apples home to make a pie.
- But Maddie is not allowed to use a sharp knife.

_____

_____

_____

_____

_____

- Finally, she makes the apple pie.

Maddie's Report

- Maddie needs to write a report.
- She decides to write her report about lasers.
- She checks her books, but none of them have enough information.
- She asks several grown-ups, but they can't help her.
- She turns on her computer.

_____

_____

_____

_____

_____

- Maddie gets an "A" on her report.

Maddie Has a Fight

_____

_____

- On Tuesday, Maddie's friend isn't talking to her.
- They don't eat lunch together or play after school.
- On Wednesday, Maddie apologizes for taking Emily's pencil.
- The girls play together after school.

Maxwell Makes Mischief

- Maddie must babysit for her 4-year-old brother, Maxwell, until her mom gets home from work.
- Maddie gets a phone call.
- While Maddie is on the phone, Maxwell makes mud pies in the living room.
- Maddie gets upset when she sees the mess. She doesn't want her mom to get mad.

_____

_____

_____

_____

_____

- "I'm so proud of you," says Maddie's mother. "You kept your brother out of trouble for two whole hours!"

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SCORE ONE FOR SOCCER!

Directions: Read the article. Then, use inference to answer the questions at the bottom of the page. Write short answers for questions 1–3 and circle the correct letter for questions 4 and 5.

When you think of the word "football," you probably think of big men in shoulderpads running around with an oval-shaped ball. But for many people outside the United States, "football" means soccer! More than 100 million people from over 150 countries all over the world play soccer.

Soccer teams representing different nations compete every four years in the World Cup. The competition is held in a different country each time. In 1998, the World Cup was held in France. Thirty-two teams from 32 different countries competed. But in the end, the French team won!

The United States competes in the World Cup, too, but it also has a soccer league in which teams from different American cities play. The Major Soccer League's season usually runs from March to November, and many cities such as New York, Chicago, Los Angeles, and Washington, D.C., have their own teams. Each year more and more cities participate in the Major Soccer League.

American kids play soccer, too. Over 13 million American kids play, and it is second in popularity only to basketball among kids aged 6 to 11.

1. In which of these years will a World Cup be held—2006 or 2008? How do you know?

_____

_____

2. Which is currently more popular among kids in the United States—Soccer or American football?

_____

3. Which is currently more popular worldwide—American football or soccer?

_____

4. From this article, you can infer that
   a) the World Cup takes place every five years.
   b) there are currently 32 teams in the Major Soccer League.
   c) soccer is growing in popularity in the United States.
   d) soccer will never be popular in the United States.
5. You can also infer that
   a) if soccer becomes more popular in the United States, football will become less popular.
   b) the World Cup is always held in France.
   c) the Major Soccer League was founded in 1996.
   d) baseball isn't as popular as soccer among American kids.

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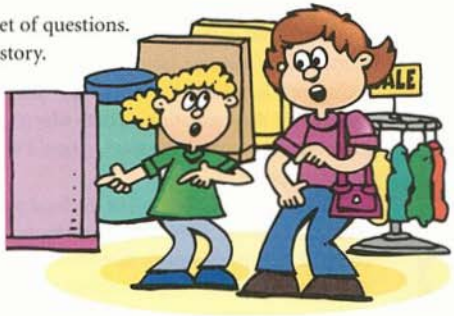
THE NEW OUTFIT

When you **predict**, you tell what you think will happen next. Predictions are based on things that have already happened.

Directions: Read each paragraph. Answer each set of questions. Then, write your own ending to the story.



Millie and her mother are shopping for a new outfit for a party at her father's office. Her father's boss will be there so it's important that Millie look nice. At the first store, Millie's mom chooses a dress with big flowers all over it and a frilly white collar. The dress Millie picks is simple, black, and very short. Her mom looks at the black dress and raises her eyebrow.

1. What will happen next? _____

_____

2. What makes you think so? _____

_____

Millie and her mom disagree. Millie says she will not wear the flowered dress. Millie's mom says she can't wear the black dress. Then Millie's mom has a suggestion.

3. What will the suggestion be? _____

_____

4. What makes you think so? _____

_____

Millie's mom suggests that they go to another store and try to find an outfit they can agree on. At the next store, Millie looks for a dress that isn't so short. Millie's mom looks for a dress that doesn't have a frilly white collar. When they meet at the dressing room, they are both holding the same dress!

5. What will happen next? _____

_____

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TO YOUR HEALTH!

Directions: Read the following passage and look at the food pyramid shown on page 73. Then, answer the questions at the bottom of the page.

Have you ever skipped a meal and regretted it later? Have you ever felt tired or sluggish after eating junk food? Most of us can say "yes" to at least one of these questions. That's why it's so important that we use the food pyramid to help us eat properly.

The group at the bottom of the food pyramid is called the Bread, Cereal, Rice, and Pasta Group. Foods in this group contain **carbohydrates**, which give us energy. Foods high in carbohydrates and low in sugar, such as rice, wheat bread and pasta, and low-sugar cereals, give you lasting energy for school, play, and other activities.

The Vegetable Group is also important; vegetables contain **vitamins** and **minerals** to keep your body running smoothly and **fiber** to help digest your food properly. If you don't get the correct amount of vitamins, minerals, and fiber, it's hard for your body to process the other foods you eat. You might even get sick.

The Fruit Group provides more vitamins, as well as natural **sugar** (different from the sugar found in sweets). Natural sugar gives you concentrated bursts of energy—perfect for running in a short race, getting through that extra-long homework assignment, or keeping you from being hungry until dinnertime.

The Meat, Beans, Eggs, and Nuts Group is important because foods from this group give you the vitamins and minerals you need, as well as **protein**. Proteins are called the "building blocks" of life; they help build strong muscles and organs, as well as keep your body strong to fight off diseases. Even if you ate lots of carbohydrates and natural sugars, you would still get tired quickly if you weren't getting enough protein.

The Milk, Yogurt, and Cheese Group provides proteins and **calcium** for strong bones and teeth. Your bones and teeth have to last your entire life, so you need to get enough calcium to keep them healthy into your old age.

The Fats, Oils, and Sweets Group is at the top of the pyramid; that's because it contains foods with refined (not natural) sugar, **fats**, and artificial ingredients. You need some fat and sugar in your diet. However, you can get all the fats and sugar you need from foods in the other five food groups. So try not to eat too much from the Fats, Oils, and Sweets Group.

1. Predict what might happen to someone who ate lots of fruit and sugary foods but not enough foods from the Bread, Cereal, Rice, and Pasta Group.

_____

_____

2. Predict what might happen to someone who ate foods from the Fats, Oils, and Sweets Group; the Milk, Yogurt, and Cheese Group; and the Meat, Beans, Eggs, and Nuts Group—but not enough from the other groups.

_____

_____

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EXTRA! EXTRA!

Directions: The following are opening sentences for articles that appeared in the most recent edition of *Mercerville Monthly*. Read each one and predict the purpose of the article. Write **persuade**, **inform**, or **entertain** on the line.

There's no doubt in my mind that Michael Jordan is the best basketball player that has ever lived.

1. _____

On Friday night, the Town Council voted unanimously to create a scholarship fund to send Mercerville's brightest students to college.

2. _____

Everyone has been wondering about our town's newest, most famous resident, comedian Slick Anderson. Well, Slick took me on a tour of his multi-million-dollar estate today, and what he showed me made me laugh so hard my stomach hurt. Wait until you hear about Slick's collection of humorous cartoon memorabilia!

3. _____

Café de Cochon, located at 33 Main Street, serves light French food at reasonable prices.

4. _____

Some people say the solution to Mercerville's beetle problem is to spray a deadly insecticide. But why risk poisoning our pets, the environment, and even ourselves? I have a better plan for getting rid of the unwanted beetles, and not only is it safer for the environment but it won't cost the townspeople any money.

5. _____

Six houses have been burglarized since the town's Neighborhood Watch program was dismantled, according to Police Chief Carmen DeSoto.

6. _____

As mayor of this town, Bob Thorpe has done nothing but deceive people. Mike Fernandez is an honest and hardworking alternative to Mr. Thorpe, and everyone should vote for him on Election Day.

7. _____

How is it that this town can raise thousands of dollars for the Mercerville High boys' basketball team but the championship-winning girls' team can't even afford new uniforms? It's time for Mercerville to give female athletes the respect they deserve!

8. _____

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NO DAY AT THE BEACH

Directions: Read each story fragment. Then, write a possible outcome. When you have finished, read your completed story!

All week, my family had been looking forward to spending Saturday at Brewster Beach. Then, on Friday night, my little sister got an earache, and my mom said we'd probably have to take her to the doctor the next day. Fortunately,

_____

_____

Saturday started out as a beautiful day. We all woke up early and my dad made waffles. We put on our swimsuits and packed the car. But, when my mom tried to start the car, it

_____

_____

Eventually, we were able to get on the road, and we were all in good spirits again. But then, it began to rain! We were five minutes from the beach when sheets of water fell from the sky. We thought the rain would ruin our day for sure. So we pulled over, and

_____

_____

When we finally got to the beach, all the other families were already packing their things to go. My sister begged to stay for an hour or so, so we spread out our blanket even though the air was getting cool. I decided to feel the water. But I had no sooner dipped in my big toe when I was attacked by a swarm of mosquitoes! They were everywhere!

_____

_____

We were all grumpy that night. What a disaster! I have a feeling it'll be a while before we plan another trip to Brewster Beach.

_____

_____

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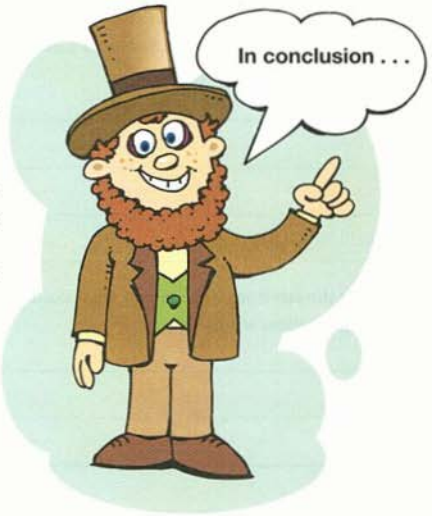
IN CONCLUSION . . .

A **conclusion** is a sensible decision you make from the information you have been given.

Directions: Read the following paragraphs and circle the sentences that are the best possible conclusions to each paragraph. Underline the information in each paragraph that helped you draw your conclusions.

1. Dale and his friends want to make a music video. They each want to play an instrument. No one wants to sing except Dale, but he doesn't have a good singing voice. Dale sings the song anyway.
   - Dale is a good piano player.
   - The song does not sound as good as it could.
   - Dale's friends are no good at playing their instruments.
   - They should get someone else to sing the song.
2. Carlos's class wants to act out a scene from the Civil War. All the actors must bring props and costumes to go with their characters. On Thursday, Carlos brings a suit, a fake beard, and a tall black top hat.
   - Carlos will be acting in the play.
   - Carlos will be a soldier in the play.
   - Carlos will be George Washington in the play.
   - Carlos will be Abraham Lincoln in the play.
3. Janice's friends stop by unexpectedly. They have been playing basketball all afternoon. They are very thirsty. Janice looks around her kitchen for something to drink, but there's no soda or juice. All she can find is sugar, bread, cereal, and some lemons. Then, she has an idea.
   - Janice eats some cereal.
   - Janice makes some lemonade.
   - Janice tells her friends not to stop by unexpectedly anymore.
   - Janice gives her friends some soda.
4. Michelle hasn't been to school all week. Her mother sent the teacher a note at the beginning of the week explaining that Michelle had a fever. The next day, Michelle's brother told the whole class that she was covered with itchy spots and that the doctor didn't want her around other children.
   - Michelle might have chicken pox.
   - Michelle is having a tooth removed.
   - Michelle can have her brother bring home her assignments.
   - Michelle can't come to school because she might make other children sick.



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THE LADY WITH THE LAMP

Directions: Read the article below. Then, answer the questions.

Do you recognize the famous lady shown here? She is the Statue of Liberty, one of the most famous statues in the world. She has been an important symbol for immigrants to the United States for over 100 years.

France gave the statue to the United States as a gift in the late 19th century. It was designed by French artist Frederic Auguste Bartholdi and was constructed from tons of copper and iron. The statue was erected in New York Harbor in 1886, and, with its pedestal, it stands over 306 feet tall—making it also one of the largest statues in the world.

Millions of immigrants have passed the Statue of Liberty on their way to new lives in the United States. More than 12 million people were greeted by "The Lady With the Lamp" between the years of 1892 and 1924 alone!

Many of these people stopped at Ellis Island, a large immigration center near the statue. Important information was recorded there such as the names, occupations, and original nationalities of the immigrants. The immigration center was closed in 1954, but now there is a museum there. And people from all over the world are still greeted by the Statue of Liberty when they enter New York Harbor.

In 1903, Emma Lazarus wrote a poem to describe the Statue of Liberty and what it meant to the people who had passed it on their way to America. In the poem, the statue says, "with silent lips":

Give me your tired, your poor,
masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, the tempest-tossed, to me;
I lift my lamp beside the golden door.

—from "The New Colossus"

1. What do you think the Statue of Liberty is a symbol of? Use examples from the article to support your argument.

2. In the last line of the poem, what do the words "golden door" mean? Why do you think the author chose these words?

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ATHLETE MIX-UP

Directions: Read each description of an athlete. Draw a conclusion about what type of athlete is described. Write your answers on the lines.

1. My sport can be played outside or inside. I don't usually play on a team, but, sometimes, I have a partner. I have to hit a ball over a net, but not with my hands. Once I pulled a muscle while practicing my killer serve.

   I'm a _____.

2. My sport is almost always played outside. I don't play on a team. I have to hit a ball over and over again, but not with my hands. My dream is to someday make a "hole in one." I can take a cart instead of walking to get from one part of the course to another.

   I'm a _____.

3. My sport is always played inside. It involves trying to knock over things. I don't have to wear a uniform when I compete in my sport, but I do have to wear special shoes. I am happy when I make a "strike."

   I'm a _____.

4. My sport is played outside by teams. There are lots of skills involved in my sport: kicking, throwing, catching, and running. Some of my teammates are pretty big, especially the linebacker. He looks even bigger when he's wearing his uniform and all his padding.

   I'm a _____.

5. When I was a little kid, I fantasized about swinging through the trees like a monkey. Now, I can swing, jump, dance, and do flips, too. My sport is usually played inside. I practice my routine and try to be graceful so I will impress the judges on competition day.

   I'm a _____.

6. My sport can be played outside or inside However, it can't be played outside when the weather is cold. I go fast by kicking my legs as I pull with my arms. Sometimes, I race against other people, and, sometimes, I race against the clock. In long races, I have teammates who take over when I have finished my laps.

   I'm a _____.

7. Look, no hands needed in my sport! I am not allowed to touch the ball with my hands. Usually I kick it, but I can bounce it off my head, too. I run from one end of the field to the other, trying to get the ball past the goalie and into the net.

   I'm a _____.

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THE MISSING PAINTING

Directions: Read the following mystery and answer the questions.

Detective Doolittle couldn't sleep. He was puzzled by the facts of his latest case. A priceless painting had been reported stolen from the home of Neptune Island's wealthiest resident, Eloise Rappaport. He didn't find any evidence and there were no witnesses, either. Who could have sneaked into the Rappaport home in broad daylight and stolen a painting the size of a refrigerator? It just didn't seem possible.

The next day, Detective Doolittle drove back to the crime scene. Miss Rappaport let him in and took him to the library where the robbery had taken place.

"So tell me again, in your own words, what happened," said Doolittle.

"Well," said Miss Rappaport, "It was Saturday afternoon and it was very hot—you know, usual July weather. I had just come back from lunch at my friend Marcia's house when I noticed that the library door was open. It was around 2:30. I didn't think much of it so I went upstairs to change for the cocktail party I was to go to that night. When I came back downstairs, I heard the phone ringing. I went to pick up the extension in the library—that's when I noticed that my painting was missing!"

"And you didn't see or hear anything strange that day?" the detective asked.

"No, but there is something that's been bothering me. At the time I didn't think anything of it but I saw my neighbor, Fred, on his way into the Post Office the very next day with a giant box, big enough to fit my painting in, marked 'Fragile.' I offered to give him a ride home but he acted really strange and ran away. I've always though he was a weird fellow."

"Hmmm ..." said Detective Doolittle. He was frustrated; he'd never had so much trouble cracking a case before. Something about Miss Rappaport's story was troubling him. "Thanks for your help. I'll be going now. Just one more question—who was on the phone when you took that call in the library that day?"

"Oh," she said, "it was the gardener, Theresa. She was calling to tell me she wouldn't be in that day because she had to drive her daughter to kindergarten. I'll tell you, she has been trouble since I hired her last summer. I wouldn't be surprised if she was the one who took the painting!"

"Maybe she did, Miss Rappaport," said Detective Doolittle angrily, "but you're the one who's lying!"

1. Why does Detective Doolittle say that Miss Rappaport is lying? _____

2. What do you think happened to the painting? What makes you think so? _____

3. On another sheet of paper, write a conclusion to the story.

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ONE WILD RIDE

You can use details from your reading to make **judgments**, or educated opinions, about what you have read.

Directions: Callie and Ryan are having an argument about amusement park rides. Use details from the argument to make your own judgment about which ride is better.

Callie and Ryan went to the park together. They agreed to go on the best ride first. But they had a decision to make. They could go to the Ultimate Scream Machine roller coaster or to the Wild Rapids water slide.

"Oh, let's go on the roller coaster first," said Callie.

"No way. Let's go on the best ride here, the water slide," said Ryan.

"How can you possibly think the water slide is the best ride? The roller coaster not only goes higher than the trees, but you also flip upside down twice," Callie said.

"The water slide is just as cool. It takes almost three minutes to climb the stairs up to the very top. The best part is there's no turning around once you get up there," Ryan explained.

"Well, once you think the roller coaster has stopped, you have to do the entire ride backwards. Besides, while you wait in line, you get to listen to everyone screaming while they are on the ride," Callie said.

"I've never done anything more exciting than jumping down a slide and flying through a huge tube into a pool," Ryan said.

1. What details does Callie give to make her argument? _____

2. What details does Ryan give? _____

3. Whose argument is stronger? What makes you think so? _____

4. What is your own favorite ride? Why? _____

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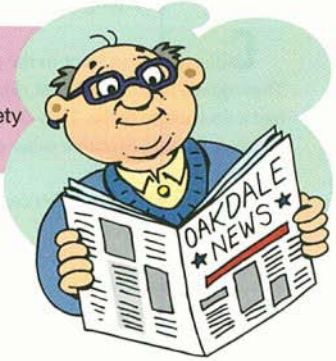
A NEW MOVIE THEATER

Because each person has different experiences, feelings, and opinions, everyone has his or her own **perspective**. In writing, perspective is the point of view from which something is written.

Directions: Residents of Oakdale are concerned about a new movie theater that is being built. Match each letter with the correct author. Use details from the letter to guess the perspective of each one.

Theodore T. Theobus, Mayor
Mrs. Lillian Tataki, a concerned mother
Walter Little, President of the Oakdale Historical Society
Angela Ardsley, a resident of Park Street



Dear Editor,

The children of this town don't need to spend more time inside watching movies and eating junk food. What they need is a new park where they can breathe fresh air and get exercise! I propose that, instead of building a movie theater at 199 Park Street, we turn the lot into a park for the families of Oakdale.

Signed,

_____

_____

Dear Editor,

I am opposed to building the movie theater on Park Street. Park Street is the town's oldest street and has many beautiful buildings dating back over 100 years. It was the site of the first house built in Oakdale and the original town hall. The new movie theater will be an eyesore and an insult to our town's heritage!

Yours truly,

_____

_____

Dear Editor,

We do not need a movie theater. If a movie theater is built on Park Street, traffic will get out of control and it will be dangerous to cross the street. It will also produce litter and noise which is totally unfair to people who live in the neighborhood!

Thank you,

_____

_____

Dear Editor,

The majority of the people in Oakdale have told me they want the movie theater. It will provide jobs and entertainment for the people of this town, and I want to provide them with what they want.

Sincerely,

_____

_____

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FACTS TO BACK IT UP

The statements you read in a newspaper article should be **objective**, or based on facts and not the writer's opinion. The writer should provide these facts to back up the story.

Directions: Read the following article carefully. Then, follow the instructions at the bottom of the page.

New Movie Theater Planned

By Marilyn Moore

Everyone who lives in the Oakdale section of town is excited about the movie theater planned for construction. The site where they want to build it is an empty lot. There is nothing there but trees and a bike path. Having a big movie theater is better than having only trees. The architect's plans for the building are perfect. And they will build a new sidewalk to let people who live south of Lawrence Street walk there. People will spend lots of time at the movie theater because everyone loves movies. The biggest benefit of having the theater is that when it opens, all the kids my age will get part-time jobs there.

1. Circle all the facts that are given in the article.
2. Underline all the sentences from the article that reflect the author's opinion.
3. Tell why you do or do not think the article is objective. _____

_____

_____

4. On the lines below, rewrite this article so that it is objective.

_____

_____

_____

_____

_____

_____

_____

_____

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TO GET THE VOTE

Directions: Read the following passage. Then answer the questions.

Imagine how different life would be if women had never been given the right to vote! Before 1920, no woman in the United States could vote in an election. There were also laws that limited their right to own property, and many colleges and employers would not accept female applicants.

In the mid-1800s, women and men all over the country began speaking out in favor of giving women more rights. In 1848, a conference was held in Seneca Falls, New York, to bring together people who believed in more rights for women. Many famous people attended the conference including Elizabeth Cady Stanton, Lucretia Mott, Frederick Douglass, and Sojourner Truth. They felt that, as long as women were unable to vote, other rights could be denied to them as well.

The struggle for women's right to vote continued for many years. Susan B. Anthony, another activist, actually cast a vote in the 1872 presidential election and was arrested as a result. During her trial, she told the judge that she had voted "to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law."

Her plan may have worked, because the demand for the right to vote only increased in the late 19th and early 20th centuries. Finally, in 1920, Congress added the 19th Amendment to the Constitution: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

1. What was the author's purpose for writing this passage—to inform, entertain, persuade, or express beliefs? _____

2. What is the main idea of this passage? _____

3. Why do you think activists believed that women would be denied many rights as long as they could not vote?

4. How would your life be different if women had never been given the right to vote? On another sheet of paper, write a paragraph to explain your answer.

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BESTSELLER SUMMARIES

When you **summarize** something, you restate the important ideas from a piece of writing. A summary gives the most important information from a selection. It includes the topic, main idea, and details about the plot or information provided such as "who" or "what" the selection is about.

Directions: Read the short summaries below. Make a check mark next to each one that includes the topic, main idea, and important supporting details. If you think a summary is not complete, explain why on the lines below it.

☐ ***Cowboys of the Wild West***
by Russell Freedman

This book contains everything you ever wanted to know about the cowboy way of life: the equipment cowboys used, the clothing they wore, and the work they did. It also contains many exciting photographs to illustrate this adventurous and sometimes difficult profession.

_____

_____

_____

☐ ***Little House on the Prairie***
by Laura Ingalls Wilder

In the 1800s, many families moved to the American West hoping to build better lives for themselves. The trip was not easy, and life on the frontier was sometimes tough, too.

_____

_____

_____

☐ ***Galileo***
by Leonard Everett Fisher

This book is a biography of Galileo, one of the most famous astronomers of all time. It Includes information about Galileo's life, scientific studies, and theories. It also explains why many people disagreed with his ideas.

_____

_____

_____

☐ ***The Impressionists***
by Yolanda Baillet

This book is about Impressionism. Edgar Degas, Eduard Manet, Claude Monet, and Berthe Morisot were all important Impressionist painters.

_____

_____

_____

☐ ***Treasure Island***
by Robert Louis Stevenson

This exciting book includes tales of pirates and treasure. It has many chapters but you will enjoy reading it if you like adventure.

_____

_____

_____

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GET ORGANIZED

When writing summaries, it is sometimes helpful to make a graphic organizer, such as a story web, to help organize your ideas.

Directions: Read the article below. Then, fill in the story web, putting the main point in the middle and important details in the outer circles. Use the web to write a summary of the article on a separate sheet of paper.

When it comes to the best athletes in the world, animals have us beat. The strongest human weightlifter can lift about four times his or her own weight. An ant can pick up and carry 50 times its own weight.

When it comes to swimming, people definitely don't come in first. Olympic swimmers can reach speeds around 5 miles per hour. A tiny shrimp swims at around 2 miles per hour. But the fastest swimmer is the sailfish. It has been recorded going as fast as 68 miles per hour!

The fastest runner is the cheetah. It can run at speeds of up to 70 miles per hour. The fastest a person can run is about 27 miles an hour.

Compared to other animals, people do the best in the long jump. A person can jump about 30 feet. The kangaroo still wins, though. A kangaroo can jump about 43 feet!

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NEON LIGHTS

Directions: A summary should include only the important details from a selection. Read the paragraph. Summarize it on the lines below. Then, go back and circle the sentences from the article that contained details that were not important for your summary.

When we think of neon lights, we think of the signs we see in store windows. That light is different from the light produced by an ordinary light bulb in a lamp. The light in neon lamps is produced by neon, a gas found in the air all around us. Neon gas, which is what is in neon lights, is colorless. When the sign is turned on, an electric current flows through the tube. The electrons in the neon gas get a burst of energy from the electric current. As each electron settles down, it releases a photon of light. The photons travel to our eyes and we see red light. Even though this light appears to glow continuously, the electrons are really like little lights blinking on and off. When the sign is turned off again, the neon gas becomes colorless.

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AT THE MOVIES

Directions: What is your favorite movie of all time? Imagine that you are the arts and entertainment writer for a major newspaper. Write a summary of this movie including its topic, main idea, names of main characters, and the important events that took place. Then, write a paragraph at the end to tell why you think people should see it.

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BATTY TITLES

Directions: Brenda loves bats and writes a lot about them. But she hates to write titles for her work! Help Brenda by suggesting three possible titles for each of the following writing samples. Remember: a title should provide the reader with some idea of the work's main idea but not give away too much.

When is a fox not a fox? The answer is, "When it's a flying fox." This answer makes sense once you learn that a flying fox is not a fox at all. Instead, this is the name for *Pteropus*, the largest species of bat. It got its name because its face has a long, slim muzzle like a fox's. Its wings may span as much as five feet and its body may be a foot long.

In spite of its frightening appearance, the flying fox is no threat to humans. It prefers to eat fruits and berries, but it will occasionally swoop over water and catch a fish with its feet.

Frustrated, Danielle shoved another box aside. It was getting warm in the attic, but she was determined to find the box with her old Camp Kiwanee T-shirt. As she crawled toward one dark corner, something she'd never noticed before caught her eye. There seemed be dark cocoons hanging from the ceiling. Or maybe they were just large bundles of leaves that someone had hung there years ago. Curious, she moved in closer. Then, startled, she jerked back. "Leaves with feet—I don't think so!" she said to herself.

The sun had gone down. The crickets chirped. The fireflies began to blink on and off.

"Rise and shine," squeaked Bertie's father.

Bertie couldn't really rise because he was hanging upside down from a barn rafter. However, he did sleepily and slowly unfold one wing.

"Up, up, and away," squealed his mother. She flapped through a hole in the hayloft and out into the night sky. The rest of Bertie's brothers, sisters, aunts, uncles, and cousins followed.

Bertie watched until they were gone. Then, he refolded his wing and went back to sleep.

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BELIEVE IT OR NOT

Directions: Maria Andersson's family wants to move from snowy Minnesota to a warmer climate. They've been asking friends for information about climates in other places. Here are some of the responses they got. Label each one **objective** or **subjective**. Explain your answers on the lines underneath

Dear Mr. and Mrs. Andersson,

Nothing beats the climate here in Nashville, Tennessee. I've lived here all my life and I wouldn't want to live anywhere else. I'm telling you—our climate is the best! It's perfect all year-round.

Andy

_____ What makes you think so?

_____

_____

_____

_____

Dear Maria,

My grandmother lives in Oregon. I went to visit her for a week last summer and it was really nice there. It wasn't too hot or too cold. I wish my family could move there.

Nicole

_____ What makes you think so?

_____

_____

_____

_____

Dear Anderssons,

I hear you're interested in moving. Well, the climate here in Hawaii is tropical. The average temperature in the capital city, Honolulu, is in the mid-70s. The climate is balmy and mild because the islands are cooled by sea winds. People vacation here all year because the weather is so nice.

Lila Smith

_____ What makes you think so?

_____

_____

_____

_____

Dear Andersson Family,

You'll love Arizona. The people are nice, the food is great, the scenery is beautiful, and the climate is good. During the summertime, many airlines offer cheap rates to Arizona from anywhere in the United States! You should move here.

Nick Nettlesford
President of the Arizona Tourist Board

_____ What makes you think so?

_____

_____

_____

_____

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A DINOSAUR DILEMMA

Directions: Garrett is doing a research paper on dinosaurs. He has many information sources to choose from. How reliable are they? Think about what you know about each source. Then, read each sentence and fill in the stars next to the sentences that are true.

An encyclopedia

☆ Articles are often written by experts.

☆ Facts are usually checked by more than one person.

☆ Librarians and educators consider this a reliable reference source.

A newspaper

☆ Each article is written by an expert in the field.

☆ Several people must check the facts in the articles before the paper is published.

☆ Most journalists feel responsible toward the public and write what they believe to be true.

A personal website

☆ The articles on the site are always written by an expert.

☆ The facts are checked by more than one person.

☆ The articles do not contain personal opinions.

An official site produced by the government, a college, a research group, or a museum.

☆ Facts have been contributed by experts on the topic.

☆ The group wants to protect its reputation by being careful to include only facts.

☆ The site is updated as more information on the topic becomes known.

A weekly sensational newspaper

☆ The facts in these stories are checked by many people.

☆ The purpose of the newspaper is to educate people.

☆ The publishers have a good reputation to protect.

A national science magazine

☆ The articles are written by experts or are based on interviews with experts.

☆ The purpose of the magazine is to educate people and to increase the public interest in science.

☆ The magazine publishers must convince their readers, who are scientists and well-educated members of the public, that they are careful and reliable.

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QUIZ SHOW

Directions: You have made it to the last round of a big TV quiz show. For each question, you are given a choice of three resource books. Circle the letter in front of the one you will choose to find the correct answer.

1. Which team won last year's World Series?
   - G an encyclopedia published in 1998
   - Y this year's world almanac
   - W today's newspaper
2. Where are the Canary Islands?
   - O an atlas
   - R a dictionary
   - I a thesaurus
3. What is *defenestration*?
   - U a dictionary
   - N a reference book on forests
   - E an encyclopedia
4. What country is the native home to the panda?
   - A an atlas
   - V an encyclopedia
   - N a reference book on pet care
5. What was your town's weather like on July Fourth last year?
   - I a reference book on weather and climate
   - T an almanac
   - E a back issue of your local newspaper
6. What are two other words that mean nearly the same thing as *ordinary*?
   - W a thesaurus
   - J an encyclopedia
   - N a rhyming dictionary
7. Who are your local representatives to the state legislature?
   - A an encyclopedia
   - O your phone book
   - E an almanac published in 1999
8. What is the approximate population of New York City?
   - S a street map of New York City
   - N a current almanac
   - T today's newspaper

Now, solve this last puzzle by filling in the letters you circled in order:

☐☐☐ ' ☐☐ ☐☐☐!

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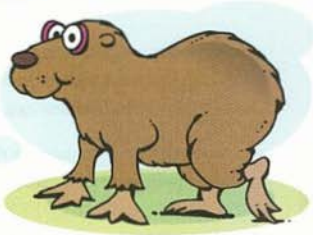
WHAT IN THE WORLD?



When you **paraphrase** something, you restate it in your own words. It is important when paraphrasing not to use the author's exact words but rather his or her ideas.

Directions: Read each of the following paragraphs. Underline the best paraphrase of each from the choices below it.

1. Strange as it may seem, these creatures are enormous rodents that may be found in large groups inhabiting the banks of the lakes and rivers of South America and in the Central American country of Panama.
   a) These huge rodents live in large groups near inland bodies of waters in South America and Panama.
   b) These animals are big rodents that live in large groups in South America.
2. It is the largest of the hundreds of living species of rodents, and a fully grown adult may weigh as much as 110 pounds. An adult can attain a length of four feet and a height of two feet at the shoulder.
   a) The world has many living rodents. These can weigh as much as 110 pounds and be four feet long.
   b) It is the largest of all living rodents. An adult may weigh 110 pounds, be four feet long, and be two feet tall at the shoulder.
3. These animals are semi-aquatic, which means that they are at home both on land and in the water. They climb out of the water to rest and bask in the sun, but they are always ready to dive back in at the least sign of danger.
   a) These are semi-aquatic creatures which rest on dry land but can also dive into water.
   b) These semi-aquatic creatures are at home on land and in the water. They rest on dry land, but they dive into water when danger threatens.
4. They are unusual for rodents, in that they communicate by making many odd noises. They express themselves through strange clicks, grunts, and squeaks.
   a) Unlike other rodents they communicate by strange clicks, grunts, and squeaks.
   b) They are very unusual because they communicate by making odd noises and squeaking.
5. Those who live near humans are friendlier than you'd expect. In fact, they are so friendly that some have been trained, like dogs, to serve as seeing-eye animals.
   a) These animals can be very friendly toward humans; they can even be trained as seeing-eye animals.
   b) These friendly animals are friendlier than you'd expect when they live near or with humans. They are so friendly that some have been trained, like dogs, to serve as seeing-eye animals.

Challenge: Can you identify this unusual animal? If not, use an encyclopedia, the Internet, or another reference source to find out.

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IN OTHER WORDS . . .

Directions: Michelle heard that paraphrasing was a great study aid, so she went to the Internet to find out more about it. She found this list of guidelines. Now, help Michelle paraphrase them so they are easier to understand.

1. Basically, paraphrasing is the process of restating the words of the original writer. However, instead of copying the exact words of the writer, you state the idea in your own way.

_____

_____

2. As you may know, when you summarize, you ignore minor details and note only the most important details in a sentence or passage or other piece of writing. On the other hand, when you paraphrase, you include all the ideas and details that are needed to communicate the exact same meaning—not just the most important ones.

_____

_____

_____

3. You will find that you often have opinions about what you are reading. These opinions should not be included in your paraphrase.

_____

_____

4. Paraphrasing is a useful study aid. After reading a passage or sentence that is difficult to understand, paraphrase it. This will make it possible for you to check whether you fully understood the meaning of what you just read.

_____

_____

_____

5. Plagiarism is copying someone else's writing word for word or nearly word for word, then passing it off as your own. Paraphrasing as you take notes for a research paper helps you avoid accidental plagiarism. You won't write down someone else's words, thinking that they are your own notes.

_____

_____

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I'D LIKE TO THANK . . .

Even when you paraphrase, you must sometimes name the source of your information. State the source when you paraphrase the following:

- someone's personal opinion or unique observation
- facts or statistics that may not easily be found

You do not need to name the information source for facts that are well known or easy to find.

Directions: Derek wrote a brief report on the Academy Awards. However, he got carried away naming his sources. Look at the underlined phrases in Derek's report. Cross out any you think are unnecessary.

The first Academy Awards, according to the *Encyclopedia Americana*, were presented in 1929 by the Academy of Motion Picture Arts and Sciences. The Academy Awards are also known as the Oscars and, as the *World Book Encyclopedia* states, they are given for special achievements in acting and film-making. Most people in the industry would agree with actor Michael Caine's remark that it is an incredible complement to be held in such regard in a town that contains so many talented people.

The *Encyclopedia Americana* also contains the information that the statuette named the Oscar was designed by Cedric Gibbons. The *Information Please Almanac* tells us that he won an Oscar for Best Art Director 11 times. Although the statue looks like gold, it is really gold-plated, according to the *Encyclopedia Britannica*.

The source of the nickname Oscar is not positively known. However, according to the official Oscar website, the most popular theory is that one Academy staff member said that the statuette resembled her Uncle Oscar, and the name caught on with everyone else.

There are many interesting websites about the Oscars. On the Internet Movie Database site, I found some little-known facts and statistics about the Oscars. For example, the youngest person ever nominated for an Oscar was 8 years old. One great writer, George Bernard Shaw, was the only person to have won both an Oscar and the Nobel Prize. There is more fascinating trivia on this site and others. On his web page about the Academy Awards, writer Robin Nobles advises that Oscar.Com is the site with the most information.

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JUNETEENTH

Directions: Read the following passage about Juneteenth, an American holiday. Then, paraphrase each paragraph on the lines underneath it.

Perhaps you have not yet heard of the Juneteenth. It is the oldest known celebration of the ending of slavery and is celebrated each year on June 19 in many parts of the United States. The Texas State Legislature passed a law in 1980 designating it an official state holiday. Since then, organizations in many Texas cities have sponsored a variety of activities on that day.

Juneteenth has an interesting story behind it. It dates back to June 19, 1865, when a ship carrying a troop of Union soldiers under the command of Major General Gordon Granger docked at Galveston Harbor. One of the general's first orders of business was to proclaim to the people of Texas that slavery was no longer legal. This proclamation was made two-and-a-half years after President Lincoln had made his announcement that slavery had been abolished. The free people of Texas had either ignored or been ignorant of the abolishment of slavery during those years.

Typically, Juneteenth celebrations include such activities as barbecuing, fishing, baseball, and rodeos. But there is more to this celebration than just having fun. Guest speakers may be brought in to make inspiring speeches. They encourage listeners to better themselves through education and to take pride in what they have already accomplished.

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SO MUCH FICTION!

Directions: Read about the different types of fiction. Then, label each book description below with the correct type of fiction.

Realistic fiction has characters and events like those in real life. It is set in a place that is or seems real.

Fantasy is about impossible events and is often set in an unreal world.

Science fiction is fantasy based on science. It often takes place in the future and sometimes in outer space.

A **mystery** may seem realistic. Its plot is based on a puzzle that the main characters (and reader) try to solve.

A **fable** is a short story that teaches a lesson. Its characters are often animals.

A **folktale** was first told aloud and was handed down from generation to generation. It may explain how some feature of nature came to exist.

1. _____

Have Space Suit, Will Travel
by Robert Heinlein

Kip Russell is in the backyard of his house when he is kidnapped by the Mother Thing and taken to the moon. He travels to Luna and the Magellenic cloud—and learns he must help save the Earth.

2. _____

The Story of the Milky Way: A Cherokee Tale
by Joseph Bruchac, illustrated by Virginia A. Stroud

Villagers cleverly frighten away a thieving spirit dog. As it leaps into the sky, grains of stolen cornmeal fall from its mouth and become stars.

3. _____

Mandie and the Secret Tunnel
by Lois Gladys Leppard

It is the year 1900, and Mandie is searching her dead uncle's mansion for a missing will when she finds a secret tunnel and strangers who claim to be relatives. But can they help her with her search?

4. _____

Beezus and Ramona
by Beverly Cleary

Beezus wishes she could love her little sister, Ramona. But Ramona keeps doing things to make Beezus just furious!

5. _____

The Little Red Ant and the Great Big Crumb
by Shirley Climo, illustrated by Francisco X. Mora

A small red ant finds a delicious crumb in a Mexican cornfield. She asks many animals to help her move it, but finally she learns a lesson about who is the strongest of all.

6. _____

Harry Potter and the Prisoner of Azkaban
by J.K. Rowling

It is vacation and Harry runs away from his uncle's house because he has accidentally caused horrible Aunt Marge to turn into a drifting balloon. He thinks he's safe when a purple bus carries him off, but his dangerous adventures have just begun.

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SORT AND SHELVE

Directions: Read about the different types of nonfiction. Then, look at the books shown below. On the line underneath each book, write the type of nonfiction it is.

An **informational book** gives facts about a topic and may contain the writer's opinions.

A **how-to book** gives directions for an activity.

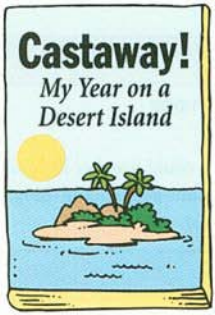
A **reference book** presents a specialized type of information in a very organized way.

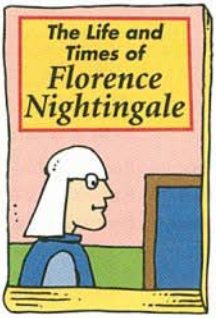
A **textbook** presents facts in one subject area and often gives a broad general view of the subject. It does not contain opinions.

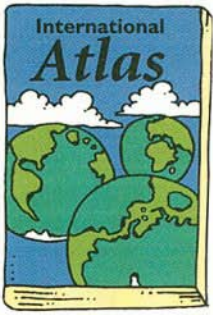
A **biography** is the true story of someone's life, written by someone else.

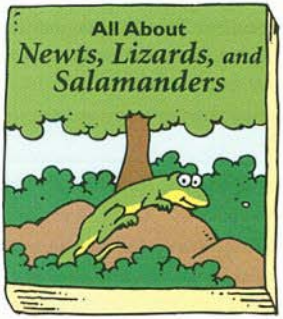
An **autobiography** is the true story of the writer's life up to that time.

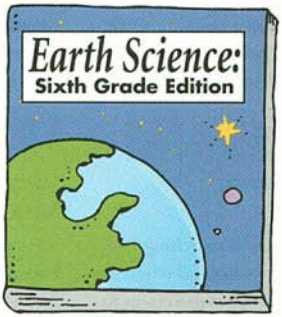
A **personal narrative** focuses on an important event in the writer's life.

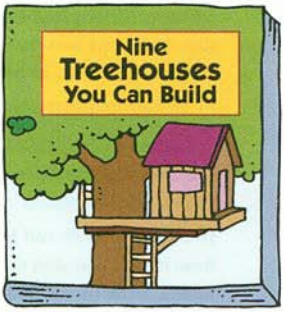












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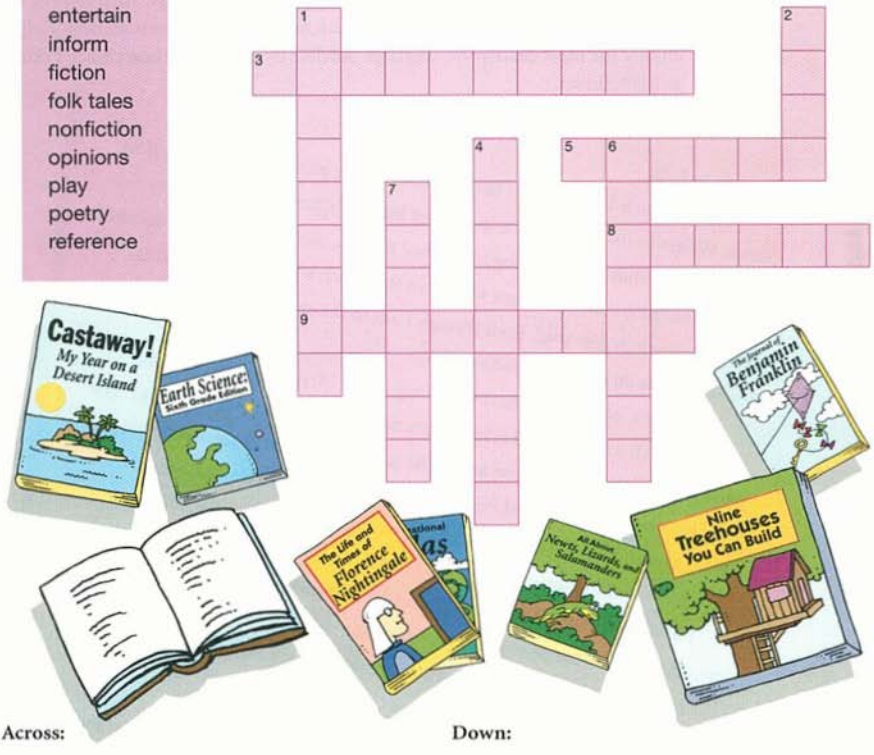
ALL KINDS OF BOOKS

Directions: Use the words in the box to complete the crossword puzzle below.

entertain
inform
fiction
folk tales
nonfiction
opinions
play
poetry
reference



Across:

3. Books that give facts about people, places, and things are _____.
5. Books that contain rhymed or unrhymed verses usually belong in the _____ category.
8. One main purpose of nonfiction is to _____.
9. The main purpose of fiction, poetry, and plays is to _____.

Down:

1. Stories handed down from the past include myths, legends, and _____.
2. A _____ is a story that is written as dialogue and meant to be acted out.
4. There are usually no opinions in _____ books.
6. A nonfiction book by one writer may contain the writer's _____ as well as facts.
7. The four main genres (or categories) of books are _____, nonfiction, poetry, and drama.

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A STICKY SITUATION

Good writers know how to create **atmosphere** or **mood** by using strong, descriptive language.

Directions: Jared is writing a letter to his aunt who lives near the sea shore. He is hoping she invite him for a visit so he can take a break from the sticky summer heat. Help Jar choose the most descriptive language possible by circling the best choice from the in parentheses.

Dear Aunt Julia,

Nothing much is happening here because we are all too (limp, relaxed) to move. We are in the middle of a (period of high temperatures, heat wave). For the last week, I have been feeling like a (hot person, roast pig). Today is another (unpleasant day, scorcher). I am sitting on the porch with the sun (blazing, shining) down on the roof. Even though I am in the shade, I feel as if I were sitting (inside an oven, somewhere else).

Right now, not even a lizard is stirring in the (dry, tall) grass. Old Rex has not moved all morning and is lying here next to me (breathing, panting). The cat walked right past his nose and he didn't even (lift his head, do anything).

Our neighbor remarked yesterday that the eggs from his hens were (not fit to eat, coming out hard boiled). He watered his garden this morning, and the plants are already (drooping, looking bad).

I don't like going anywhere because the pavement (fries, hurts) my feet. I did go swimming at the pool today, but the water was (like hot soup, not very cool). If I raised my head above water for an instant, (I was uncomfortable, my hair dried).

Otherwise, everything is fine. I hope you are enjoying the summer and those (refreshing, nice) ocean breezes.

Your nephew,
Jared

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WHY WRITE?

There are four main purposes for writing: to **inform**, to **entertain**, to **persuade**, and to **express** feelings, opinions, or beliefs.

Directions: Think about the writing that you have read. Then, decide whether each of the following statements is true or false. Follow the directions.

1. Writers can only write for one purpose at a time.
   If true, circle the letter in box # 16.
   If false, circle the letter in box # 18.

2. Informative writing is always the most fun to read.
   If true, circle the letter in box # 14.
   If false, circle the letter in box # 4.

3. Writers who write to inform their readers don't ever try to write to entertain.
   If true, circle the letter in box # 25.
   If false, circle the letter in box # 12.

4. Writers who write to inform include many facts in their work.
   If true, circle the letter in box # 20.
   If false, circle the letter in box # 3.

5. Writers who write to inform should never express opinions in their work.
   If true, circle the letter in box # 8.
   If false, circle the letter in box # 1.

6. Good persuasive writers also provide information on their topics.
   If true, circle the letter in box # 7.
   If false, circle the letter in box # 21.

7. It is easier to write to entertain people than it is to write to inform them.
   If true, circle the letter in box # 15.
   If false, circle the letter in box # 11.

8. When writers write to inform their readers, they can also entertain them with interesting facts and stories.
   If true, circle the letter in box # 22.
   If false, circle the letter in box # 5.

9. A story about a struggle with illness is a good example of writing with a main purpose of expressing feelings, opinions, or beliefs.
   If true, circle the letter in box # 10.
   If false, circle the letter in box # 29.

1 E	2 A	3 T	4 X	5 N
6 H	7 C	8 S	9 M	10 E
11 L	12 L	13 R	14 A	15 I
16 V	17 B	18 E	19 D	20 N
21 U	22 T	23 R	24 O	25 G

Now, write all the circled letters, in order, to complete this sentence:

If you set your mind to it,
you can be an ☐☐☐☐☐☐☐☐☐ writer!

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A REASON FOR EVERYTHING!

Directions: Below are the beginnings of some letters that David wrote. Tell why he wrote each one and make sure to include the author's purpose for writing: to inform, to entertain, to persuade, or to express feelings, opinions, or beliefs.

Dear Aunt Grace,

Thanks so much for the kaleidoscope kit you sent for my birthday. I never would have guessed that making a kaleidoscope was so much fun. I have finished one, and I am about to try making some of the others shown in the book.

Dear Miguel,

We arrived in Monterey yesterday. Monterey was California's capital city under the Mexican government, so it has many historic buildings. Today, we visited the old state custom house, a whaling station, and an old adobe house that is a museum. The adobe house had an old-fashioned garden and live farm animals you could pet.

Dear Jeff,

It's too bad you are away at camp. I have to tell you what you missed. While the Yees were away, they had a student house-sit and care for their hamster. He didn't know much about hamsters. Well, the hamster got out, and the house-sitter looked all over for it. He finally found it but had a terrible time catching it. When the Yees got back, they found a mouse in the hamster hut!

Dear Editor,

Rocky Point Beach has become so littered that it is starting to look like a junkyard. You can see newspapers, cans, bottles, and food wrappers everywhere. I even saw parts of an old wet suit, a broken baby carrier, and a supermarket cart. The Recreation Department does not have the funds to clean it up, so it is up to the public. Two classes from my school will be there for a clean-up day on April 13. We'd like everyone who cares about the beach to come out and join us at 9:00 A.M.

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WHAT FOR?

Directions: Sometimes a writer has more than one purpose for writing a story. Read the following essay and pay close attention to the underlined sentences. In the box next to the underlined sentences, identify their main purpose: to inform, to entertain, to persuade, or to express feelings, beliefs, or opinions.

When you hear the word *raccoon*, you may imagine a cute, furry little animal washing its supper in a mountain stream. However, that sly bandit is really more likely to be seen rooting through someone's garbage can. Raccoons can be real pests to people living in the suburbs. You might call them a national nuisance, since they live all over mainland United States except for the Rocky Mountain region. They are at home everywhere—from the wilderness to city outskirts.

The raccoon's boldness, cleverness, and omnivorous eating habits have caused the problem. Raccoons are seldom afraid of humans and often stand up to cats and small dogs. They are clever enough to pry the lids off garbage cans and sneak into houses through cat doors. And unfortunately, a raccoon eats anything. In the wild, it lives off nuts, berries, birds' eggs, insects, rodents, and even dead animals. If it can't have those, it is content with half-eaten burgers, stale cereal, and moldy cheese.

I first saw a raccoon when my family went camping. Its thick fur, tiny paws, and bushy tail reminded me of a stuffed toy. Its dark mask made it look to me as if it had good-naturedly let someone dress it up for a masquerade.

Was I wrong! My dad tried to shoo the raccoon off our picnic table. It didn't want to leave. It finally left when my dad poked it with a long stick. Before it jumped down, it made sure it knocked everything off the table. There was food scattered everywhere! Raccoons have a terrible temper.

Raccoons don't belong in towns. Our neighbors trapped a raccoon that was killing the fish in their pond. However, local laws said that they had to release it within five miles of its home. Naturally, it was back two nights later. Releasing a raccoon near a town is no solution. Neither is killing it. What we need are laws that will let these pests be taken to wilderness areas. We need an animal rescue crew that will return these creatures to their natural habitats.

Challenge: Do you agree or disagree with the author's opinion? Write a few sentences explaining why.

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KEEP IT LIVELY!

Writers who write to inform want to keep their readers interested—so they write to entertain, too! They do this by including unusual facts and vivid, specific descriptions. They may even tell stories to make a point.

Directions: Diana stayed up late working on her research paper. She wrote two versions for some parts but is now too tired to choose between them. Make a check mark in front of each version you think is more entertaining.

1. ☐ Do you think that humans are the only creatures that use tools? Think again. Some animals use tools, too.

   ☐ Some animals use tools the way that people use tools, but they don't use the same tools.

2. ☐ To these animals a tool may be a rock, a grass stem, a twig, or even a whole branch.

   ☐ These animals use everything around them for tools.

3. ☐ Sea otters pick up rocks from the ocean floor. They float on their backs with the rocks on their bellies and smash clams against them!

   ☐ Since some sea animals have hard shells, sea otters, who eat these animals, use rocks to get at their meat.

4. ☐ A few birds also use stones as tools to get food. They throw the food at rocks or throw the rocks at food.

   ☐ A few birds use rocks as tools. Egyptian vultures will even pick up rocks with their beaks and fling them at ostrich eggs to break them open.

5. ☐ Of all animals, chimpanzees are the best tool users. They have been observed using sticks, stems, and other parts of trees to get their dinners.

   ☐ Chimpanzees are the most imaginative tool users of all animals. For example, a chimp may use a stick to dig up roots or dip a stem in a bee's nest for honey.

6. ☐ Chimps experiment and learn from one another. In a primate center, one chimp figured out how to use a pole as a ladder. Two weeks later, all the chimps used the same pole to break out of their high-walled pen!

   ☐ Certain animals, like chimps, can learn new stunts with tools by watching humans. They can also learn through experimenting and imitating their companions.

7. ☐ So if you really think about it, animals are pretty smart.

   ☐ So next time you go to a park or a zoo, look around you! You'll be amazed at what animals can do with the simple tools they make from the objects around them.

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STRANGER THAN FICTION

Fiction is about make-believe events. **Realistic fiction** is based on events that *could* happen in real life, but **fantasy** is based on impossible events.

Directions: For each sentence beginning, choose the ending that would best occur in a fantasy story. Draw a line to that ending.

1. The characters in the story are like you and your friends, and	• they enjoy the same activities you do. • some can change themselves into animals.
2. The story takes place fifty years ago, and	• its characters are time travelers from the present. • it reflects how people really lived then.
3. The story takes place in the present, and the plot problem involves	• space pirates hiding out on Earth. • pirates hiding out on an island.
4. Famous historic figures appear in the story, and	• their behavior matches the facts that we know about them. • they take part in events that could not have happened.
5. The story is set in a faraway land and	• is a retelling of a myth from that country. • reflects what life is like there today.
6. The main conflict in the story is one that you might encounter yourself, and	• it is solved by a group of kids working together. • it is solved by magic.
7. The main character in this story	• can fly like Superman. • tries to fly like Superman.
8. The villain in this story	• stole some jewels from the Museum of Natural History. • stole some magic jewels from the Museum of Natural History.

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MAKE IT REAL

Directions: Liz wants to enter a story-writing contest. She wrote down all the ideas that came into her head. Then, she decided that she wants to make her story realistic. Circle the details that she might use in her story.

Possible settings:

a) the year 2525

b) the present

c) five years ago

d) a small town

e) a softball field

f) a spaceship going to Neptune

g) a castle where time is standing still

h) a surprise party

i) a mermaid's cave under the sea

j) a rocket going to the Moon

Possible characters:

k) the Boogie Monster

l) a talking frog

m) a pet pig

n) a fifth-grade girl

o) someone's grandfather

p) a girl who can fly

q) a mermaid

r) a boy who can do magic tricks

Possible plot problems:

s) A softball team has never won a game.

t) A magic pearl fell into the sea and must be found.

u) The main character wants to impress a new neighbor.

v) Space aliens are planning to steal Earth's water.

w) The character has to answer a riddle in order to free himself or herself from the prison of an evil princess.

x) The character gets upset when Grandfather moves in.

y) The character's two best friends have been quarreling.

z) The characters in a book come to life.

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IT'S IMPOSSIBLE!

Directions: Eli is visiting his cousin Jacob. He'd like to read a fantasy story at bedtime. He selects some books and reads a passage from each. Make a check mark in front of each passage that could have come from a fantasy book. Then, underline the words or sentences that make you feel sure of this.

Suddenly the banging, clattering, and crashing stopped. The furious roar of the wind died down. The eerie silence was almost as scary as the raging of the storm. Ben started toward the cellar stairs, but his uncle pulled him back. "It's not safe yet," he said. "We're just in the eye of the tornado."

Miranda closed her eyes and counted to ten, just as the old woman had told her to do. When she opened her eyes again, she was still sitting on the grass with Snowball, her cat, beside her. The difference, however, was that she was now scarcely any taller than the cat. Snowball narrowed his eyes and growled softly at her.

Carlos waded to the shore, holding tight to the silver coin that Adrian had given him. What had Adrian said? "If you need help, rub the coin and say my name and I will be there. But I will come only once." Beyond the shimmering white beach stretched the dense, gloomy forest that he must pass through to reach Evershade.

It seemed impossible that a castle should have so many halls and all of them so much alike, Gabrielle thought to herself as she darted around yet another corner. She was desperate to find a staircase. She dreaded being caught where she shouldn't have been, yet she also hoped that someone would find her soon and lead her back to her tour group.

The road beyond the wooden bridge forked in two directions. One followed the stream burbling and twinkling under the bridge. The other path, nearly overgrown with weeds, led up the hillside and toward the rocky cliffs. Emma hesitated, her map now useless. "If I were you, I'd go to the left," remarked an ancient turtle that had been sunning itself on the bank. It then slid into the water with a soft plop.

Jun watched his older brother with envy. This was going to be Ho's first year in the dragon, and he had taken what seemed like hours to dress. Now, he was carefully combing and re-combing his hair in front of the mirror. "No one's going to see anything but your feet," Jun said crossly. "You'd think you were going to lead the whole parade."

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CHOICES, CHOICES

Directions: Read each summary and write two more sentences that could be added to it. The first sentence should suggest a realistic plot. The second should turn the story into a fantasy. The first one has been done for you.

1. Brooke and Brendan's family has inherited Aunt May's old house in the country. They decide to spend the summer fixing it up. As they are cleaning out the basement, Brooke and Brendan make a surprising discovery.

   They find a scrapbook with photos of a girl who looks like she could be Brooke's twin.

   They discover a tunnel that leads to a different world each time they follow it.

2. Juan's older brother and his friends say Juan isn't good enough to play basketball with them. Feeling sad, Juan goes to practice by himself in the empty schoolyard.

3. Mrs. Maychek is a quiet, shy, old woman who lives in the apartment next door to Malik's family. One day Malik rescues Mrs. Maychek's cat from a fierce bulldog and carries the injured cat to its owner. Mrs. Maychek invites Malik inside and gives him cake and cocoa. Then, Malik notices something interesting as he looks around the living room.

4. Tony's friends have all gone away for the summer, and he is sure he'll have a rotten summer. However, Uncle Matthew stops by with an "unbirthday" gift that he says will solve Tony's problem. The gift is a box full of envelopes, and he is to open one each day. Eagerly, he tears open the first envelope.

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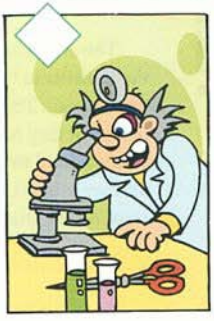
JUDGING A BOOK BY ITS COVER

The **setting** of a story is the time and location in which it takes place.

Directions: The following is a collection of books for Mrs. Smith's class to read over the summer. But these books are missing their titles! First, look at each cover and identify the book's setting. Write the setting on the line underneath. Then, use this information to choose the correct book title from the choices in the box. Write the number in the small box.

1. Dr. Wizmo's Strange Experiment
2. Our Fantastic Journey
3. Big City Budget Tours
4. Exercising to Stay Healthy
5. Rover's Trip
6. Steve's Stupendous Shopping Spree
7. Growing Vegetables the Easy Way
8. Cooking with Grandpa



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STORY THEME MATCH-UP

The main idea or subject of a piece of writing is called its **theme**. You can usually figure out the theme of a work by reading it closely.

Directions: Below are examples of some common story themes. Read the six excerpts and choose the theme that goes with each one. Write your choice on the line beneath each one. Each theme is used twice.

sportsmanship
perseverance
practices makes perfect

The events at field day were almost over and the students in Mr. Amato's class were feeling discouraged. Their class had only won First Place once. But they had received Second and Third places several times. When the scores were added up, they couldn't believe it—theirs was the winning class! All the students congratulated each other.

_____

Andy felt tired. He didn't think he would be able to finish the run. People were clapping on the sidelines, but still he wanted to give up. He looked ahead and saw a stop sign at an intersection. He kept his eyes on the sign. In his mind, he said to himself over and over "Just get to the stop sign! Just get to the stop sign!" But right after he passed it, people started cheering wildly. The stop sign marked the end of the course, and he had finished!

_____

Ginny followed the directions exactly. She measured all the ingredients as it said in the book. But the pie just didn't taste right. She knew it had something to do with either how she handled the dough or how she mixed the ingredients. To practice, she made pie every day for a week. Finally, on Friday, she made a perfect pie.

_____

If Jessica's mom nagged her one more time about practicing the piano, she was going to scream. It was tedious and boring. Saturday finally arrived and she played her song for the director of the music school. While Jessica was waiting in the hallway, her Mom came to tell her that she had played so well she had qualified for a scholarship to a performing arts camp.

_____

The mathletes of Maywood school were on stage smiling, hooting, and accepting a huge trophy. Sitting in the audience with his team from Wayside, Justin knew that Maywood's team deserved the award. While his own team had also known the answers, Maywood's team had been quicker to respond to every question. Justin stood up and clapped for them.

_____

RJ knew he needed to find a summer job. Each day he looked in the classifieds and called every listing for restaurant help. On his eighth interview, he finally got a job at Rick's Raft House. He'd have to start as a dishwasher, but he would show them he could also be a great waiter.

_____

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PLOT OUT THE ACTION

The **plot** is the main storyline in any work of fiction. The most important parts of a plot are:

background: the introduction; what the reader needs to know about the characters and the general situation	**conflict:** the problem that the main character/characters must solve or the goal that he/she/they want to achieve	**rising action:** what the characters do to overcome the conflict; this may include encountering more problems	**climax:** usually the most exciting part of the story, often when character(s) must resolve the conflict	**falling action:** events that occur after the conflict has been resolved

Directions: Read this story about Luis. Then, answer the questions at the bottom of the page. Make sure to use complete sentences.

Luis' mom needed his help. She was planning a backyard party for his grandmother. She was so busy getting the house ready, she needed someone to help her do the shopping. She gave Luis her shopping list and $40.

Luis had been to the store many times before but never by himself. He got a cart and walked up the first aisle. As he put each item in the cart, he crossed it off the list.

While he was in the snacks aisle, he decided to add some things to the cart. His mom had only written pretzels on the list, but he put potato chips and popcorn in the cart, too. In the drink section, Luis added orange drinks and root beer.

When he got to the checkout, the cashier told him that the total was $47.25. But Luis only had $40. He couldn't believe his mother hadn't given him enough money! Then, he remembered that he had put extra things in the cart. He asked the cashier if he could put some of his items back. When she told him yes, he gave back the extra snacks and drinks. By doing this, he brought the total down to $38.

When Luis arrived home with the groceries, he unpacked them and told his mom what had happened. She thanked him and told him that next time he went to the grocery store, she would give him some extra money. That way he could choose something special to buy as a reward for helping her out!

1. Give the background for this story. _____

_____

2. What is the main conflict in this story? _____

_____

3. Describe the rising action of the story. _____

_____

_____

_____

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DOING YOUR CHORES

Directions: Read the story. Then, fill in the story web with what you know about setting, plot, theme, and story elements.

Ellie and Allen were in the backyard playing basketball when Ellie's mother came out and reminded her to give her dog, Marley, a bath. Ellie hated this job because Marley hated his bath. Allen told Ellie he would help her. They came inside, picked up Marley, and took him down to the basement.

"I'll get the tub and fill it with water while you get the towels and shampoo," said Ellie.

"No problem," said Allen. When he put Marley down, the dog ran back up the stairs. So when Ellie and Allen had everything ready for the bath, they couldn't find Marley.

"He must have gone back upstairs," said Allen.

"Let's go find him," said Ellie.

They looked everywhere but couldn't find the dog. Ellie finally found him under the bed in her bedroom. But he wouldn't come out. He knew what was going to happen. Neither Ellie nor Allen could reach the dog because he was too far under the bed.

"I know!" said Ellie. She ran into the kitchen and put peanut butter on a small dog biscuit and brought it up to the bedroom.

She held it under the bed for Marley to smell. The lure of peanuts was too great for the dog. He came out from under the bed, and, as he took the cracker from Ellie, Allen grabbed him. They took him downstairs and finally gave him a bath.

Characters

Setting

Background

Theme

Title

Doing Your Chores

Solution

Conflict

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HALF EMPTY?

Directions: Read what happens while Tim and Tom are in the park. Then, answer the questions at the bottom of the page. Use complete sentences.

On the way to the park, Tim stopped to see if Tom wanted to hang out at the park.

"It's such a sunny day, we should go to the park and see who is around," said Tim.

"It's too hot to be out in the sun," said Tom.

Riding to the park was easy since the road to the entrance was blocked off. There were no cars allowed on the street. The bike path started at the entrance to the park. They rode past the tennis courts, the picnic area, and the duck pond. Tim was smiling and cracking jokes the whole time. But Tom never smiled once. All of a sudden it started to rain.

"This is great," said Tim. "The rain will cool things down."

"This isn't great," said Tom. "I'm going to get soaked. Let's just hurry up and get out of here."

As they curved around a bank of trees, there was a police barricade blocking off the bike path.

"I knew this wasn't going to be easy. Why did you talk me into this?" asked Tom.

Tim said, "Tom, my grandfather once put a glass of water on the table and asked me how much water was in it. I told him it was half full. He liked my answer. He said there are two kinds of people: the 'half-full' people and the 'half-empty' people. Tom, I think you should try to be a 'half-full' person."

"Yeah, well, why don't you just go and fill the glass with all the rain that's falling on us right now!" Tom said angrily.

1. Who are the characters in this story? _____

2. On these lines, list the traits of each character in the story. _____

3. What does Tim mean by the phrase "half-full"? Do you agree that Tom should try to be a "half-full" type of person? Why?

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THE AMUSEMENT PARK

Directions: Arrowhead Camp is spending a day at Six Banners Amusement Park. Read the story. Then, answer the questions at the bottom of the page.

When the kids arrived at the park, Joe—the head counselor—gave them permssion to go explore the park on their own. They would all meet back at the big water fountain at 4:00. Cindy and Katie started looking at their map. Roberto and Bucky took off running down the path towards the roller coaster.

"See you later," Roberto yelled to the rest of the group as he sped off. He and Bucky didn't want to waste one second standing around talking! They planned to go on as many rides as possible in their short time at the park.

Cindy and Katie started walking and saw a hot dog stand.

"I'm a little hungry," Cindy said.

"I could go for something to eat, too," said Katie.

"I think I'll sit here in the shade while I eat," Cindy said after she got her lunch and drink.

"I'm going into the arcade to play some games," said Katie.

"Don't forget to be back in time for the dolphin show! It starts in twenty minutes," Cindy said.

By the time Cindy and Katie arrived at the dolphin show, Bucky and Roberto were already on their fourth ride. They had ridden the Scream Machine twice, the Dare Devil twice, and were waiting for their turn on the Big Splash.

"I can't wait to get soaked," said Bucky.

"How wet do you think we'll get?" asked Roberto.

"We'll have to wait and see," said Bucky.

When they got off the Big Splash, both boys were drenched. Six rides later, their clothes were still wet!

At quarter to four, Cindy and Katie got on the Ferris wheel. They knew they had plenty of time to ride the Ferris wheel before they had to be at the water fountain. But Bucky and Roberto were still waiting in line at the bumper cars. When they finally got into the ride, they were so excited they lost track of time. They didn't get back to the fountain until twenty after four!

"I'm glad I asked you to meet back here at 4:00. The bus isn't supposed to leave for another half an hour," said Joe as they arrived. "We'll still be on time getting home—even though Bucky and Roberto were late to meet the group!"

1. What is the best adjective to describe Joe?
   a) older
   b) counselor
   c) in charge
   d) practical

2. What is the reason that Bucky and Roberto were late to meet the group?
   a) They decided to ride the bumper cars.
   b) They wanted to go on as many rides as possible.
   c) They were already running toward the roller coaster when Joe told them to meet at 4:00.
   d) They lost track of time.

3. What is a good adjective to describe Bucky and Roberto?
   a) adventurous
   b) They can't tell time.
   c) friends
   d) fast

4. What is the reason Cindy and Katie were on time to meet the group?
   a) They were sure to leave enough time to ride the Ferris wheel before they had to meet the group at the water fountain.
   b) They read their map before entering the park.

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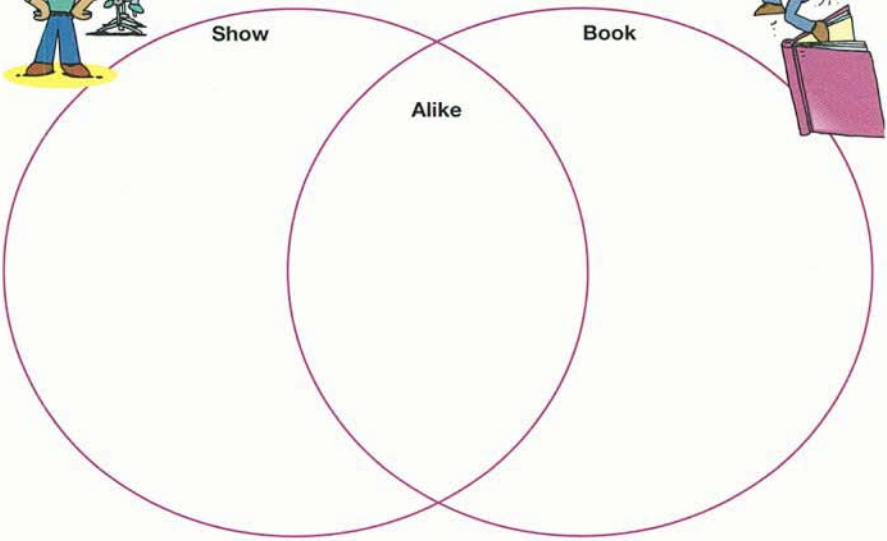
WHAT A CHARACTER!

Directions: Who is your favorite TV character? List words to describe the character on the left side of the Venn diagram. Do the same for your favorite character from a book, listing his or her traits on the right. Make sure that any traits the two share are listed in the middle. Then, answer the questions at the bottom of the page.

Favorite TV Character _____ Favorite Book Character _____

Show: _____ Book title: _____



1. What is your favorite TV character's most unusual trait? _____

_____

_____

2. What is your favorite book character's most unusual trait? _____

_____

_____

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HAVE IT YOUR WAY!

Directions: Here's your chance to create some crazy characters for a short story of your own! But there's a catch—each character must have certain traits, as shown on the chart below. Complete the chart with more ideas for each character. Then, use the chart to write a short story, at least four paragraphs long, on a separate sheet of paper.

	Physical Traits	Personality Traits	Other
Characer #1	5 years old; brown hair and brown eyes		lives in the same house as character #3
Character #2 Louis		loves to play baseball	
Character #3	11 years old; boy; very tall; glasses		wants to go to the movies; fights a lot with little sister
Character #4	11 years old; girl	friendly; has known Louis for a long time	

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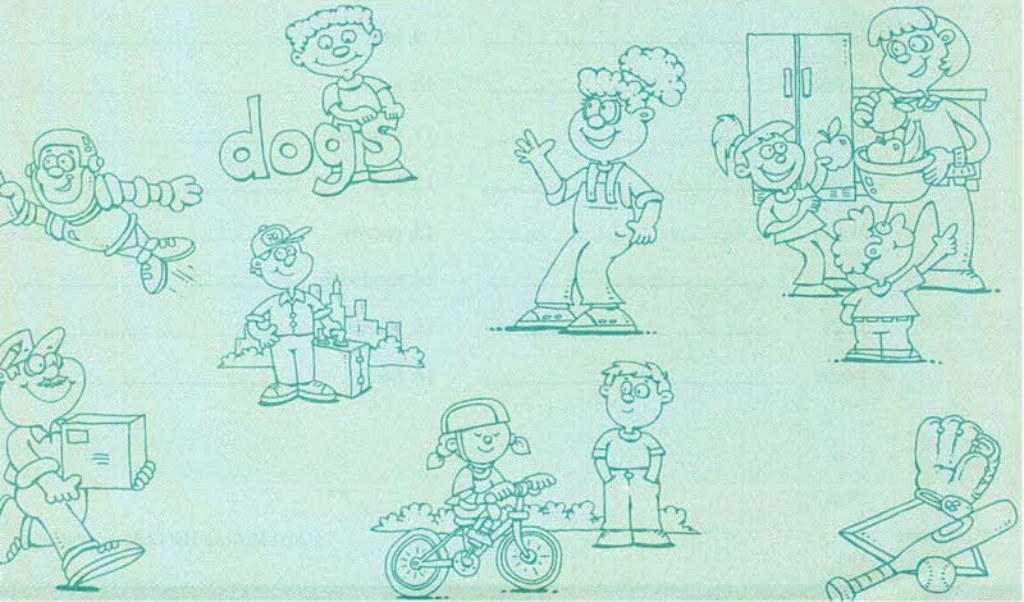
Grammar and Usage



SINGULAR OR PLURAL?

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Directions: First read the rules for making plural nouns. Next cover the rules with a sheet of paper. Write the plural for each verb listed at the bottom of the page. Finally, compare your answers to the rules. How did you do?

For regular nouns:

- Add **s** to most singular nouns to make them plural: dog/dogs, restaurant/restaurants, crayon/crayons.
- If a word ends in **s**, **sh**, **ch**, or **x**, add **es** to make it plural: class/classes, beach/beaches, fox/foxes.
- If a noun ends in a **consonant** and **y**, change the **y** to **i** and add **es**: party/parties, jelly/jellies, lady/ladies.

For irregular nouns:

- Some nouns have the same singular and plural form: fish/fish, deer/deer.
- Some nouns change spelling completely when they become plural: child/children, goose/geese.
- Some nouns that end in **f** or **fe** can be made plural by replacing the **f** or **fe** with **v** and adding **es**: leaf/leaves, wife/wives.
- Other nouns that end in **f** can be made plural simply by adding **s**: chief/chiefs, oaf/oafs.
- If a noun ends in a consonant followed by **o**, check the dictionary to find out the plural form. Some end in **s** and some end in **es**: cello/cellos, tomato/tomatoes.

1. wolf	_____	9. jetty	_____
2. cheese	_____	10. galosh	_____
3. baby	_____	11. Johnson	_____
4. buffalo	_____	12. bus	_____
5. Walsh	_____	13. county	_____
6. idea	_____	14. sandwich	_____
7. knife	_____	15. sheriff	_____
8. piano	_____	16. life	_____

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FOR SALE

A **possessive noun** shows ownership. To make a singular noun possessive, add an **apostrophe** and an **s**.

To make a plural noun possessive, check the last letter—if the word ends in **s**, add an apostrophe after it to show posession. If it doesn't, add an apostrophe and an **s**.

Examples: my mother's friends the parents' organization the women's group

Directions: The Eastborough Youth Center is having its yearly rummage sale. Everyone in town has been asked to donate items to sell to raise money. Rewrite the missing noun from each sentence as a possessive.

1. _____ feet had grown, so he brought his used inline skates.
   Carlos
2. _____ chess set was old but had all the pieces.
   Jason
3. _____ toy mouse was broken and no one wanted to buy it.
   Maddie
4. On the other hand, her _____ teddy bear sold right away.
   brother
5. The _____ toys were all labeled with price tags.
   children
6. The _____ job was to take the money.
   parents
7. At 2:00, there was an announcement: "_____ car lights are on."
   someone
8. A little girl called out, "Hey, that's my _____ car!"
   sisters
9. We were all surprised when one _____ leg gave out and all the donated books fell on the floor.
   table
10. We propped the table back up with the _____ rope and picked up the books.
    janitor
11. At 3:00, the _____ husband brought cookies for the volunteers to enjoy.
    Director

Directions: Now, fill in the blanks with possessive nouns of your own.

12. Belinda was happy when a boy bought the old toys she had found in her _____ garage.
13. At 5:00, the sale was over and _____ hard work was finished for the day.
14. _____ mother counted the proceeds from the sale; they had earned over $500!

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CONCRETE OR ABSTRACT?

A **concrete noun** is something you can see, touch, taste, hear, or smell. An **abstract noun** is something you may not be able to see—an idea, a feeling, an emotion, or a quality.

Directions: Underline all the nouns and pronouns in the story. Then, write the concrete nouns on the left side of the chart and the abstract nouns on the right. If a noun is repeated, you don't have to rewrite it.

Michael told Stephie she was going to ride her bicycle today. She put her hands on the handlebars. He could see the fear on her face as she began to cry.

He held the bike as she pushed on the pedals. Her balance was good and the bike started to move. Her ability to ride was better today than ever before. Her anger at him was going away.

Then, Michael let go without telling her. She rode the bicycle all by herself. She didn't pick up much speed, but she did ride around the whole block by herself.

When Stephie was finished, she realized that she had ridden the bike on her own. Michael saw the pride on her face and they went inside to tell their dad about her accomplishment.

Concrete Nouns		Abstract Nouns

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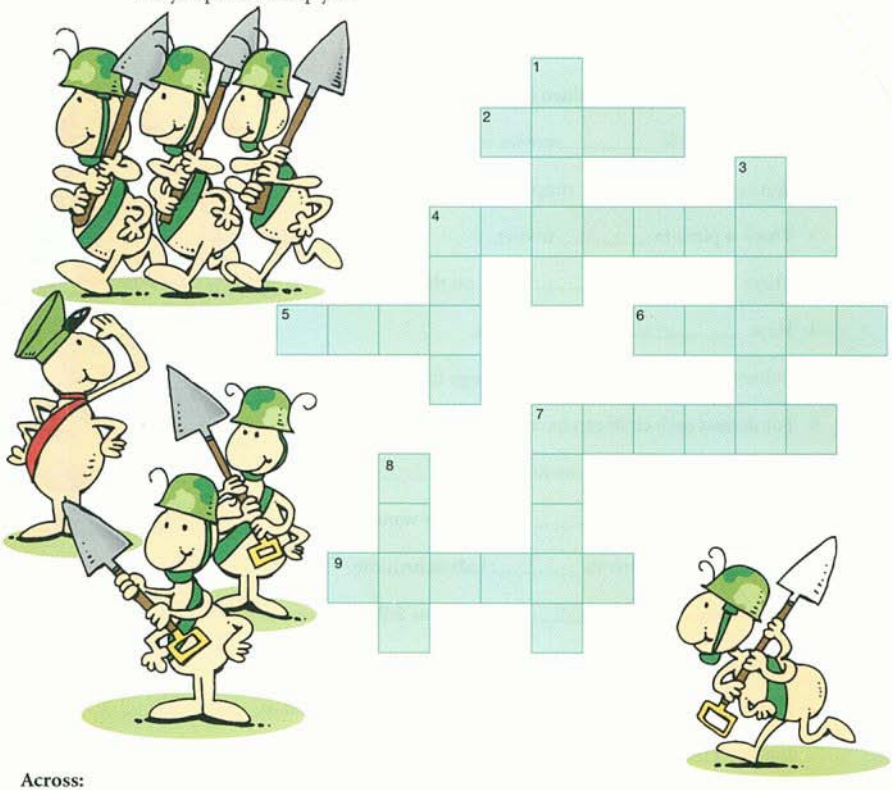
COLLECTIVE CROSSWORD

A **collective noun** names a group of things.

Examples: a class of students a troupe of mimes a committee of citizens

Directions: Use the clues below to complete the crossword puzzle. If necessary, use a dictionary or encyclopedia to help you.



Across:

2. a group of sailors on a ship
4. a group of spectators
5. a group of athletes who play on the same side
6. a group of sheep
7. a group of people related to each other
9. a group of newborn kittens

Down:

1. a group of lions
3. a group of fish
4. a group of ants
7. a group of ships
8. three of the same kind (of anything)

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THE BABYSITTER'S LIST

The, **an** and **a** are called **articles**. Articles are a special kind of adjective.

The is always used to refer to a specific noun, so it is called a **definite article. A** and **an** refer to any noun, so they are called **indefinite articles**.

Directions: Help Mrs. Farkle complete the list of instructions she made for the babysitter. Write the correct article on the line in each sentence.

1. We'll be at _____ Golden Dragon Restaurant until 8:00.

   We are going to _____ movies after dinner.

2. You can make _____ simple dinner.

3. There is pizza in _____ freezer.

   There is also fruit in _____ bowl on the table.

4. Have _____ kids use paper plates.

   Otherwise, they'll make _____ huge mess!

5. For dessert each child can have _____ apple.

6. There are emergency phone numbers near _____ kitchen phone.

7. The kids can watch _____ video if they want.

8. Read _____ book to _____ kids at bedtime.

9. Sometimes Arthur has _____ awful time falling asleep.

   If so, he can sleep with _____ night light.

   Martha may try to stay up later because she's _____ oldest.

   But don't let her—she'll fall asleep five minutes after she's in bed no matter what.

10. Please do not talk on _____ phone for longer than five minutes.

11. If you watch TV after the kids go to bed, keep _____ volume low.

12. You can have _____ snack whenever you want!

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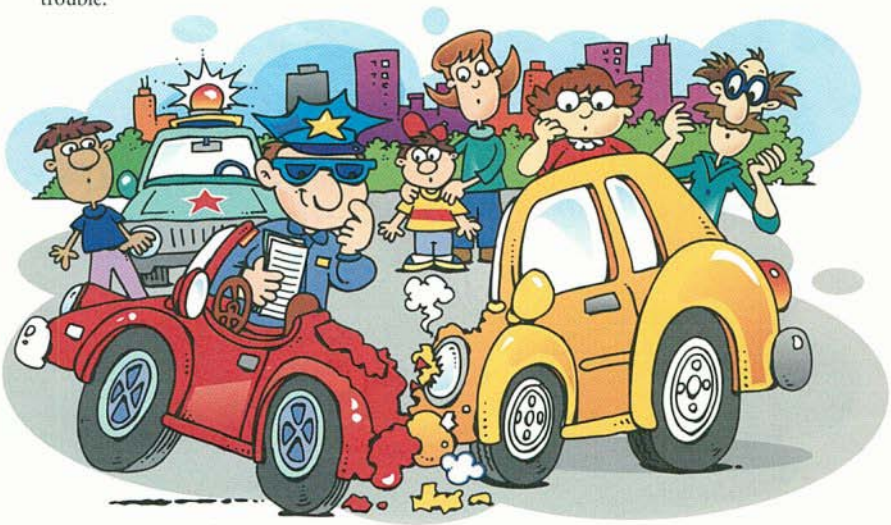
ARTICLE CHAIN

Directions: Each sentence below needs an article and a noun or adjective to follow it. To find the first letter of each missing noun or adjective, use the last letter of the noun that was missing from the previous sentence. Then, use context clues to figure out the right noun to go in the space. The first noun starts with a **c**. The words in the box will help you.

1. _____ was pulling out of its parking space.
2. My mom could see _____ light blinking in the distance.
3. _____ seemed to be the cause of the accident.
4. _____ vehicle appeared out of nowhere.
5. The woman in _____ vest stopped all the traffic.
6. After the ambulance left, the woman gave _____ with her hand to move the crowds along.
7. _____ bystander gave details to the police officer.
8. My mom said, "_____ who deals with another egghead always ends up in trouble."

emergency
car
egghead
red
dispute
yellow
excitable
wave



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THE SLUMBER PARTY

Directions: Circle the correct articles from the choices in parentheses to complete the story.

Marsha was getting ready for her slumber party. (An, The) invitations had been sent out and all her friends were coming. She had written (a, an) list of what she needed to do before they arrived. She got (a, an) sleeping bag from (a, the) garage, she organized (a, the) music she wanted to hear, and she had to make (a, an) birthday cake.

In (a, the) kitchen, she pulled out (an, the) cake mix, oil, and water. Then, she got (a, an) egg from (a, the) refrigerator. She preheated (an, the) oven and greased (a, the) pans. She mixed everything together and put (a, the) pans in (an, the) oven. (An, The) hour later, she took (the, a) pans out. She decided not to ice (a, the) cake. She thought that might be (a, an) fun activity that she and her friends could do together!

At 6:00, (the, a) car pulled into her driveway. (A, The) woman was driving. Marsha waited. Then, she saw her best friend get out of the car with (a, the) backpack and (a, an) present in her hands. As soon as her friend got to (a, the) door, (a, the) rest of (a, the) guests arrived. This was going to be (a, the) night to remember!

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ARNIE'S SMARTICLES

Directions: Arnie the Articulate Article Guy wants you to write a story for him. But he's made it challenging; for each sentence you write, you must use a specific number of definite articles and a specific number of indefinite articles. Read Arnie's instructions. Then, write your story on the lines below.

1. In the first sentence, you must include at least one definite article and at least three indefinite articles.
2. In the second sentence, you must use at least three definite articles and at least one indefinite article.
3. In the third, fourth, and fifth sentences, you must use exactly two of each type of article.
4. In the sixth sentence, you must use at least four definite articles and at least five indefinite articles.
5. In the seventh sentence, you must use exactly four definite articles and exactly four indefinite articles.
6. The eighth sentence will be the last sentence of your story. You must use at least two definite articles and exactly eight indefinite articles, all of which refer to nouns that begin with a vowel.

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TRANSITIVE TONGUE TWISTERS

A **transitive verb** is an action verb that needs a direct object to complete a sentence's meaning.

Directions: Use the pattern **noun–transitive verb–noun** to write some tongue twisters in alphabetical order. The nouns and verb in each tongue twister must begin with the same letter. Hint: Think of your transitive verbs first!

A Apples attract ants.

B Betty bothered the bears.

C Cathy caught a cab.

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

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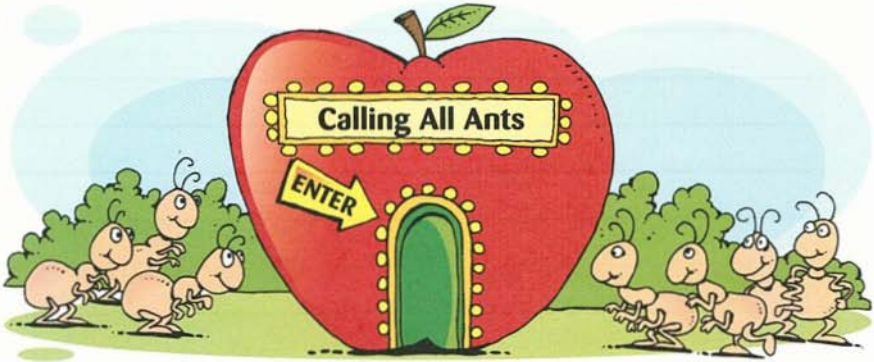
W _____

X _____

Y _____

Z _____



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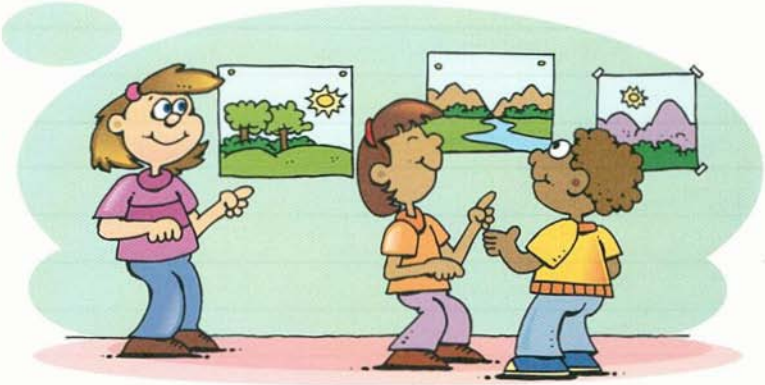
THE ART EXHIBIT

A **verb phrase** consists of one **main verb** and one or more **helping verbs**. The main verb is the most important verb in a verb phrase.

Directions: The following is a list of quotes overheard at Lincoln School's Fall Art Exhibit. Find the verb phrase in each quote. Then, circle the main verb and underline the helping verbs. The first one has been done for you.

1. "Who could have drawn that picture?"
2. "Bobby must have been the artist. He has been drawing since the third grade."
3. "My daughter painted that picture. I will be having it framed as soon as the exhibit is over."
4. "The art department said that they will be organizing another exhibit soon."
5. "I am going to draw something for the next exhibit."
6. "Eric will show his painting, too. He has been working on it for the past few weeks."
7. "Any student can be considered for one of the exhibits. But only the best work is shown."
8. "We must not bring food or drinks to the room; if someone spilled, the artwork could be ruined."
9. "That's Mr. Franklin, the art teacher. He will be showing off the artwork once everyone is here."
10. "The name of the artist must be written on each work."
11. "You will recognize many of the artists' names."
12. "This is the best exhibit the school has put on in two years!"



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TO INFINITIVES AND BEYOND!

An **infinitive** is a verb, usually preceded by **to**, that is used as a noun, adjective, or adverb.

Examples: Everyone wanted **to leave**.
To turn down Alice's offer would be rude.
My little brother tried **to solve** the problem.

Directions: Underline the infinitives in each sentence.

1. *When Aliens Attack Part 2* is the movie to watch this summer!
2. The tennis player was determined to win the game.
3. I invited Dr. Lewis to speak to my class on Career Day.
4. "Not to be a pain," she said, "but can you turn down the TV while I do my homework?"
5. Angie's mother insisted that we were to come to the park as soon as the movie was over.
6. Yvetta's ability to make friends turned her into one of the most well-liked kids in school.
7. I told my little sister not to answer the door to strangers while I was across the street.
8. Even though she found it to be difficult, Michelle learned to play the violin beautifully.
9. The girl longed to run, skip, and ride her bicycle for the whole month she had to use crutches.

Challenge: Now, use infinitives to write five sentences of your own.

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GENERATING GERUNDS

Gerunds are verbs that end in **ing** and are used as nouns.

Examples: **Laughing** is my sister's favorite pastime.
Jimmy's responsibility will be **sweeping** the porch.

Directions: Use gerunds to fill in the blanks below. Be sure your answers make sense with the meaning of the paragraph!

The Obstacle Course

_____ isn't everything when you compete in an obstacle course. First, you have to complete the course once to register a starting time. Then, your challenge is to do the course in a faster time. The competitors at today's obstacle course really gave it their all.

_____ was the hardest part for Kurt. He couldn't keep his two feet together. _____ was easier because he could jump and run at the same time. In the end, he improved his time by one whole minute. _____ was the hardest part for Trish. Her arms just didn't move as fast as she wanted them to. On the other hand, she thought that _____ over the pond was easy. She improved her time by more than a minute. Other competitors said that _____ was the easiest part of the course. But everyone agreed that _____ down the water slide was the most fun. The _____ from the crowd was loudest at the man-made mud pond. Everyone screamed with laughter when Maxwell slid into it.

In the end, Donna had the most improved time. She was given a ribbon and a free pass to a nearby water park. But all the kids that participated enjoyed themselves. Sometimes, just _____ your hardest is the best reward!

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WHERE IN THE WORLD?

A **verb** expresses an action or a state of being. The **tense** of a verb tells whether that action or state of being is taking place in the present, the past, or the future.

present tense = happening now
past tense = already happened
future tense = will happen

Directions: Underline the verb or verbs in each sentence and write whether they are past tense, present tense, or future tense on the line. Then, tell where you think the writer is going.

1. _____ My best friend, Jake, moved to the East Coast last summer.
2. _____ This afternoon we will see each other for the first time in a year.
3. _____ My parents surprised me with a plane ticket for my birthday.
4. _____ Jake and his parents live in the Empire State now.
5. _____ His mom has a cool job as a translator at the UN.
6. _____ I packed all my stuff last night, except for my Yankees cap Jake sent me.
7. _____ I am excited about seeing Jake after so long.
8. _____ I hardly slept at all last night.
9. _____ My dad says it is time to leave for the airport.
10. _____ The flight will take about four hours.
11. _____ I will bring along a book and a couple of games to play.
12. _____ I will call my parents as soon as the plane lands at La Guardia Airport.
13. _____ I promised my mom three times already.
14. _____ On Friday, Jake and I will visit the "Lady With the Lamp" and Ellis Island.
15. _____ Jake's dad also has tickets for a Yankees game.
16. Where is the writer going?

_____

_____

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MANUEL THE MAGNIFICENT

The **present tense** tells about something that exists or is happening now. Sometimes you add **s** or **es** to a base verb when the subject is singular.

The **past tense** tells about something that has happened or existed in the past. Most regular verbs in the past tense end in **d** or **ed**.

The **future tense** tells about something that will exist or take place in the future. You usually use the helping verbs **will** or **shall** with the main verb.

Directions: Use a verb from the box in the indicated tense to correctly complete each sentence.

place	applaud	perform	borrow	move	observe	plan
volunteer	hope	select	reveal	climb	amaze	attend

1. Manuel the Magnificent _____ you with his act. **future**
2. He _____ some of the coolest tricks I've ever seen. **present**
3. I _____ his matinee and evening performances today. **future**
4. One time Manuel _____ a dollar bill from an audience member and _____ it at one end of the table. **past**
5. After saying the word "Manuelmagnifico," the dollar bill slowly and mysteriously _____ toward his hand! **past**
6. This afternoon I _____ much more carefully to figure out how he does it. **future**
7. A good magician rarely _____ how a trick is done. **present**
8. Last year, I _____ to let him saw me in half. **past**
9. When I _____ from the box unharmed, everyone _____ enthusiastically. **past**
10. Manuel _____ to do my favorite trick tonight—making someone disappear right before your eyes. **present**
11. Perhaps he _____ me to be the one who disappears. **future**
12. Someday I _____ to become as good a magician as Manuel. **present**

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SCRAMBLED VERBS

Here's a game for two players that tests what you know about verb tenses.

You will need: a number cube, adhesive tape, a timer or stopwatch, two crayons or markers of different colors, scratch paper, a pencil

Directions:

1. First, cover a number cube with adhesive tape. Then, write present, past, and future on the faces of the cube. Write each verb tense on two faces.
2. Each player must select a crayon or marker.
3. The first player should set the timer for 1 minute.
4. Then, this player must choose a verb from the chart below and unscramble it. He or she should write it in the box.
5. Then, he or she rolls the cube to determine a verb tense.
6. This player must use the verb correctly in a sentence. If it is used correctly, the player can color in the square. If not, the other player gets a chance to use the verb in a sentence and color the square. Then, the second player can take a regular turn.
7. Continue taking turns in this fashion.
8. The first player to complete a row across, down, or diagonally wins the game. Remember, you only have 1 minute per turn!

mitda	shlaf	casee	dysut	remgee
parepa	chekts	actprice	velpode	veres
rowk	covedris	FREE	rashe	cande
riccel	ageman	tollecc	shinif	macres
dritec	sitnel	blimc	vidpore	oncusef

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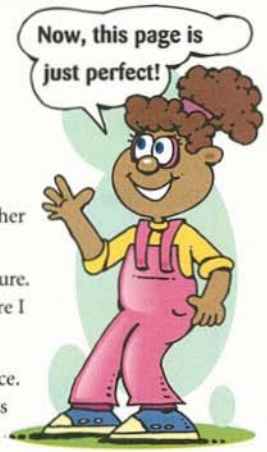
JUST PERFECT



Here are three more verb tenses to remember:

present perfect action started in the past and just completed or still going on.
I **have started** my homework already.

past perfect action completed before another action.
I **had finished** my math homework long before her call.

future perfect action that will be started and completed in the future.
I **will have finished** all my homework long before I go to bed.

Directions: Arrange each group of words to make a complete sentence. Then, write the sentence, underline the verb, and write its tense. The first one has been done for you.

1. present perfect — to traveled My summer this has countries six family far so

My family has traveled to six countries so far this summer.

2. _____ — of by will visited trip the end our We 12 countries have

_____

3. _____ — until week had Egypt in never a camel a I ridden ago

_____

4. _____ — on trip most some tasted the foods have of I unusual this

_____

5. _____ — flown to this tomorrow will By have Greece time we

_____

6. _____ — written to home I my postcards back have at least 50 to friends

_____

7. _____ — film pyramids had I of the taken only shots realized few a I when the camera out was of

_____

_____

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HOW IRREGULAR!

Some verbs are **irregular**. That means you don't just add **d** or **ed** when you change the verb to the past participle.

Example: I **ate** pancakes yesterday.
I **have eaten** breakfast already.

Directions: Find and circle the past tense and past participle for each of the following irregular verbs. Words may appear up, down, across, diagonally, and backwards. Then, use the circled words to complete the sentences below.

tear	strive	arise
lie	break	fall
write	ride	

F	A	L	L	E	N	X	Y
Z	B	T	O	R	E	Z	F
N	S	T	R	O	V	E	E
E	L	A	Y	D	I	A	L
D	E	B	R	E	R	R	L
D	T	N	R	I	T	O	A
I	O	X	R	O	S	S	I
R	R	B	R	O	K	E	N
X	W	R	I	T	T	E	N

1. My sister and I _____ at 7:00 A.M. Our parents had _____ an hour earlier to start the campfire.
2. I _____ off my horse yesterday. I have never _____ off a horse before.
3. I had already _____ several miles along the rocky trail when the accident occurred, but I got back on and _____ back to camp.
4. Last night, a raccoon _____ into our cooler to look for food. That's better than the bear that had _____ into Mr. Alexander's cabin last summer.
5. After a long hike, I _____ down on a flat rock. I had only _____ there about two minutes when I saw a bald eagle fly overhead.
6. My sister _____ to reach the top of the mountain before everyone else, but then she has always _____ to be the first at everything.
7. I slipped and _____ a hole in my jeans. When I took off my jacket, I noticed that I had _____ that, too.
8. I was flipping through the pages of my journal when I found an unopened note my friend had _____ me. I immediately read it and _____ her back.

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MORE IRREGULARITIES

For some irregular verbs, the past tense and past participle are the same.

Example: The past tense and past participle of the verb **stand** is **stood**.
We **stand** to salute the flag.
The children **stood** in line for 15 minutes.
Our house has **stood** for 150 years.

Directions: To complete each sentence, write the past tense or past participle of the verb that is bold. Then, write the boxed letters in order at the bottom of the page to answer the riddle.

1. **shine** It has been days since the sun has ___ ☐ ___ ___ ___.
2. **deal** The president's speech ___ ☐ ___ ___ ___ with education.
3. **slide** The children ☐ ___ ___ ___ down the hill.
4. **flee** The frightened child ___ ☐ ___ ___ to safety.
5. **hold** The boy had ___ ☐ ___ ___ on as long as he could.
6. **spin** The car had ___ ☐ ___ ___ out of control.
7. **leave** Everyone ___ ___ ___ ☐ about an hour ago.
8. **sit** He ___ ☐ ___ at the bus stop for over an hour.
9. **keep** You have never ___ ___ ___ ☐ a single promise!
10. **hang** The portrait had ___ ___ ☐ ___ in the hall for generations.
11. **lay** They had no sooner ___ ___ ☐ ___ down when the children ran through the room in their muddy shoes.
12. **catch** I had ___ ___ ___ ☐ ___ ___ a glimpse of her just in time.
13. **shrink** Ann cried when she saw that her new sweater had ___ ☐ ___ ___ ___ ___ so much.
14. **sting** The hornet ___ ☐ ___ ___ ___ me on the leg.

How could the man go without sleep for seven days and not be tired?

☐☐ ☐☐☐☐☐ ☐☐ ☐☐☐☐☐.

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CHOOSE, CHOSE, CHOSEN

Irregular verbs can be confusing because you don't just add **d** or **ed** to form the past tense or the past participle. You also don't need a helping verb such as **have**, **has**, or **had** to form the past tense, but you do need a helping verb with a past participle.

Examples: **present:** I **choose** to read.
past: You **chose** wisely.
past participle: He **has chosen** a blue shirt.

Directions: Underline the correct verb form from the choices in parentheses.

1. I (brung, brought) my wallet with me but I have (forgot, forgotten) my keys again!
2. I had (did, done) everything humanly possible to help so I (went, gone) home.
3. I accidentally (threw, thrown) away all the notes I had (took, taken) in science class last week.
4. My friends (saw, seen) me coming before I had (saw, seen) them.
5. Jack (began, begun) to realize that he had (chose, chosen) the wrong clothes to wear on such a cold day.
6. We had not (knew, known) until this morning that you (were, been) in town.
7. Mack's parents had (forbade, forbidden) him to swim in the river, but he (swam, swum) there anyway.
8. Have you always (got, gotten) up so early, or have you just (began, begun) to get up at daybreak?
9. My computer had just (froze, frozen) for the third time, so I (gave, given) up and (wrote, written) my report by hand.
10. No one (knew, known) that I had (wrote, written) the song myself until I (sang, sung) it for them.
11. Mindy and I have not (spoke, spoken) since the last time she (was, been) at her grandparents' house.
12. It had (grew, grown) too cold to stay outside any longer, so everyone (came, come) inside.

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PUTTING IT ALL TOGETHER

Directions: Underline the incorrect forms of irregular verbs in each sentence. Then, write the correct ones on the line.

1. _____ My brother was so angry he flinged his backpack across the room.
2. _____ Until I had saw that documentary, I thought giant squids didn't really exist.
3. _____ The new sweatshirt I had wore only once shrunk two sizes.
4. _____ Have you spoke to your parents yet about getting a puppy?
5. _____ I had ran at least a mile before I begun to slow down.
6. _____ Have you ever swam across the lake?
7. _____ People had began smelling smoke just moments before the alarm gone off.
8. _____ Our family has drove to the shore countless times, but never has the traffic been as bad as it was today.
9. _____ The plane had no sooner took off before the captain announced that we must return to the airport immediately.
10. _____ Our school chorus sung a song that a fifth-grade student had wrote.
11. _____ The police caught the man who had stole our car.
12. _____ My alarm clock rung just as I awoke.
13. _____ The outfit I had chose for the dance was really awesome.
14. _____ She had hid the box so well that she herself couldn't find it.
15. _____ My brother sweared that he hadn't told anyone.

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A THUNK IN THE NIGHT

An **interrogative pronoun** asks a question. **Who, what,** and **which** are all interrogative pronouns.

An **indefinite pronoun** does not refer to a specific person, place, or thing. **Somebody, anyone, all, everyone, something, anything, both, either, none,** and **nothing** are all indefinite pronouns.

Directions: Use the code below to fill in the missing interrogative and indefinite pronouns. Once you have finished, go back and circle all the interrogative pronouns.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
z	y	x	w	v	u	t	s	r	q	p	o	n	m	l	k	j	i	h	g	f	e	d	c	b	a

It was midnight when I glanced at the clock. I had been asleep, but _____ (hlnvgsrmt) awakened me. THUNK! Didn't _____ (zmblmv) hear _____ (zmbgsrmt)? Apparently not, because _____ (evibimv) was still sleeping soundly.

I decided to wake my sister. I shook her, saying, "There's _____ (hlnvlmv) outside. Listen!" She sat up slowly, rubbing her eyes. THUNK! There it was again.

"_____ (Dszg) is that? _____ (Dsl) could it be?" she asked.

_____ (Ylgs) of us ran to the window.

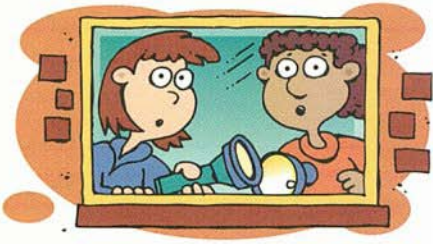
We saw _____ (mlgsrmt)! THUNK! There it was again.

"That's coming from the bird feeder!" she said.

"_____ (Dszg) birds come to the feeder at night?"

"_____ (Mlmv) that I know about," I said.

THUNK! We heard it again.



"Let's get the flashlights," my sister said.

"_____ (Dsrxs) do you want?" I asked.

"_____ (Vrgsvi) is fine," she answered. Guess what we saw. A raccoon! That's _____ (dszg) was making the thunking sound. _____ (zoo) I can say is that I'm glad the mystery is solved!

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DO YOU AGREE?

A pronoun must agree with its **antecedent**, the word to which it refers. Choosing the correct pronoun can be tricky when your antecedent is an **indefinite pronoun** such as **someone**, **nobody**, **several**, **few**, and **most**. These rules can help:

- Use **his** or **her** if the antecedent is a singular pronoun.
- Use **their** if the antecedent is plural.

Some indefinite pronouns like **most** and **none** can be singular or plural depending on how they are used in the sentence. If it has more than one antecedent joined by **or** or **nor**, the pronoun should agree with the antecedent that is closer to it.

Directions: Underline the pronoun in parentheses that agrees with its antecedent. Give yourself 3 points for each correct item. Then, add up your total points and check the score card at the bottom of the page.

1. ___ Someone left (their, his or her) backpack on the bus.
2. ___ Most of my friends like (their, his or her) classes.
3. ___ She should have had each guest bring (their, his or her) own lunch.
4. ___ Linda and Andy found (their, her or her) notebooks.
5. ___ One of my brothers lost (their, his) baseball mitt.
6. ___ Neither Ann nor Jackie brought (their, her) sneakers.
7. ___ Anyone who wants to go should ask (their, his or her) parents.
8. ___ A few of the parents drove (their, his or her) vans.
9. ___ Each of the boys took (their, his) jacket.
10. ___ Beth or Angie rode (their, her) bike today.
11. ___ Dave and Mark ran into (their, his) friends at the park.
12. ___ None of the girls brought along (their, her) lunch.
13. ___ Does anybody want to read (their, his or her) report?
14. ___ No one has finished (their, his or her) science project yet.
15. ___ Several of the neighbors left (their, his or her) lights on all night.
16. ___ Both of my parents like (their, his or her) job.
17. ___ No one has taken (their, his or her) seat yet.
18. ___ Others are in (their, his or her) room.

___ = total points

45 – 54	30 – 42	18 – 27	3 – 15
Great job! You know your stuff!	Good going! You're on your way.	Good try! Keep at it.	Reread the rules and try again.

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HOW POSSESSIVE!

Possessive pronouns take the place of possessive nouns. For example, instead of saying "That is Samantha's sandwich," you can say, "That is **her** sandwich."

Notice that the noun follows the pronoun and there is no apostrophe. A possessive pronoun can also be used without a noun following it. You can say, "That is **hers**."

Directions: Use context clues to figure out the missing possessive pronouns. Write them on the lines.

"Hi! I'm Sam. What's _____ name?" said Sam.

"Hi. _____ name is Sidney," replied the boy.

"Nice to meet you, Sidney. Meet _____ friend Simon and _____ sister, Samantha. We're about to eat _____ lunches. Did you bring _____?"

"No," answered Sidney. "I left _____ at home." Then, he placed _____ backpack on the table.

"No problem," said Sam. "You can have some of _____. We have plenty. I have two tuna sandwiches. Simon and Samantha have subs. _____ mom makes the best sandwiches."

"Thanks," said Sidney, showing them _____ big, toothy smile.

Challenge: Now, rewrite each of these sentences so it contains a possessive pronoun with no noun following it.

1. My favorite kind of sandwich is grilled cheese; what is your favorite kind of sandwich?

_____

2. I left my lunch at home, but Sara promised that I could have some of her lunch.

_____

3. My sister is in the fifth grade, but your sister is older.

_____

4. I offered Tommy some of my potato chips, but he said he wanted to eat his first.

_____

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PRONOUN PLAY-OFF

A **subject pronoun** is used as the subject of a sentence or after a linking verb. An **object pronoun** is used as a direct object, an indirect object, or an object of a preposition.

Directions: Here's a game for you to play. Patricia Proud is a pronoun pro. She has written five sentences with subject and object pronouns. Can you beat her score? Here's what to do:

1. Read Patricia Proud's sentences.
2. Write the correct label in the circle underneath each underlined word: label subject pronouns **S**, direct object pronouns **DO**, indirect object pronouns **IO**, and objects of a preposition **OP**.
3. Calculate Patricia's score as follows:
   subject pronoun = 1 point — object of a preposition = 3 points
   direct object = 2 points — indirect object = 4 points.
4. Then, write five sentences of your own. Underline and label all the subject and object pronouns.
5. Figure out your score. Who won?

Patricia's Sentences **Patricia's Score:** _____

1. My friends said that they really amused them with their antics.

2. You and your friends pulled quite a joke on us.

3. My parents and I gave her a gift for her eleventh birthday.

4. They listened as we told them what happened to you.

5. Jack's brother told me that you need help, so we will take care of it for you and him.

Your Sentences **Your Score:** _____

_____

_____

_____

_____

_____

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AS A MATTER OF FACT . . .

An **adjective** is a word that describes a noun or a pronoun. It answers questions such as which one, how many, or what kind of?

Directions: Read the facts below. Circle each adjective and draw an arrow to the noun it describes. Then, write the adjective where it belongs on the chart.

1. The "red eye" is not a terrible disease but an overnight flight.
2. The human body contains eight pints of blood.
3. A bald eagle is not really bald; it has white feathers on its head.
4. Presidents of the United States have had many unusual pets, including an alligator, a turkey, a parrot, raccoons, and a donkey.
5. The imaginary lines that mark the time zones are called meridians.
6. At night, sea otters wrap themselves in beds of kelp, a type of large seaweed, so the currents do not take them out to sea.
7. Mount McKinley is the highest mountain in the United States and is located in Alaska, the biggest and coldest state.
8. On a ship, the day is divided into five watches of four hours each and two watches of two hours each.
9. Among those astronauts who walked on the Moon, Neil Armstrong was first.
10. The eye of the giant squid is reported to be up to 15 inches across.

How Many?	What Kind Of?		Which One?

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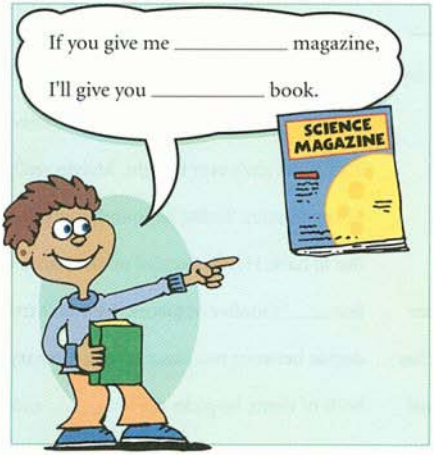
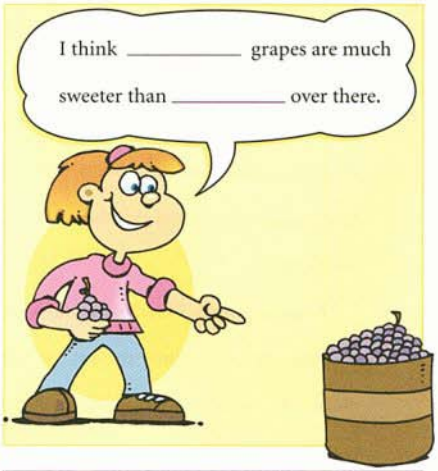
THIS AND THAT

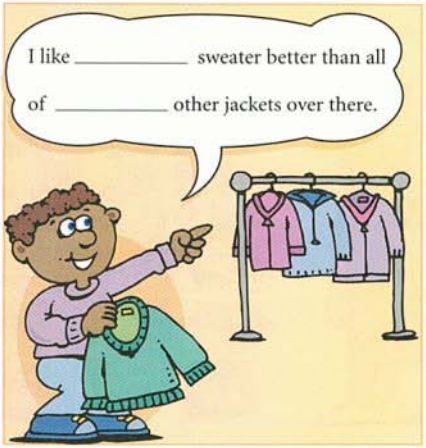
A **demonstrative adjective** points out a specific person or thing and answers the question which one or which ones.

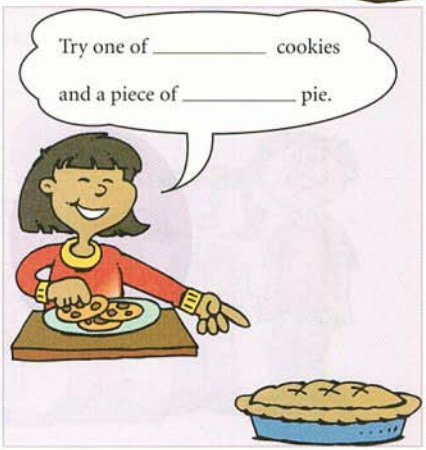
This and **these** point out nearby people or things. **That** and **those** point out people or things farther away. Use **these** and **those** with plural nouns. Use **this** and **that** with singular nouns.

Directions: Help Clarence the Cartoonist meet his deadline by writing **this**, **that**, **these**, or **those** to complete the sentence in each speech balloon.









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WHO'S WHO?

Adjectives can be used to compare. Add **er** to most adjectives of one or two syllables to compare two people, places, or things. Add **est** to most adjectives of one or two syllables to compare three or more people, places, or things.

Directions: Write **er** or **est** to complete each adjective in the story. Then, write the name of each sibling above his or her picture and circle the item that each one purchases.

Maggie is the old____ but not the tall____ of five siblings. Although Max is the young____ of all, he is tall____ than both Maggie and Missy. Morris is young____ than Maggie but not short____ than Maggie or Missy. Melvin, the quiet____ of the five, is also the small____ . Who's who?

Maggie, Morris, Max, Missy, and Melvin are shopping at the Coolkids' store at the mall. It has absolutely everything. As an avid stuffed animal collector, Maggie is buying the large____ of two pandas. Max, who is always looking for a bargain, will get the cheap____ video he can find. Missy loves to read. She has just enough money to buy a book with the funni____ jokes and riddles ever written. It is also the thick____ and heavi____ kids' book she's ever bought. Melvin really likes jigsaw puzzles. Today, he found four puzzles he'd like to have. He has decided on the puzzle with the few____ number of pieces. Morris is trying to decide between two skateboards. After trying out both of them, he picks the long____ and narrow____ one. Which item did each sibling buy?

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DID YOU KNOW?

A **proper adjective** is formed from a proper noun. It always begins with a capital letter.

Directions: Identify the proper adjectives in the animal facts below and use proofreaders' marks to capitalize them.

1. The komodo dragon is actually a lizard, not a dragon.
2. The south american Goliath spider is four inches long, has a 10 1/2-inch leg span, 1-inch fangs, and eats birds.
3. The animal we call the american buffalo is really a bison.
4. The california condor is a large bird that eats the remains of dead animals.
5. The african elephant is larger than the indian elephant.
6. The nile crocodile will remain underwater more than an hour in order to surprise its unsuspecting prey.

Here's how to use proofreaders' marks to capitalize letters:

german **irish** **scottish**

7. Unable to do anything but fight, amazon ants steal the larvae of other ants and keep them as slave ants to build their homes and feed them.
8. The alaskan brown bear is one of several mammals that is a scavenger, feeding on dead seals, walruses, and whales.
9. In european folklore, the hoot of an owl is a warning of death.
10. The male darwin frog has a pouch in his mouth in which he hatches eggs.
11. The adult siberian tiger, the largest big cat, reaches a length of 10 feet and a weight of 585 pounds.
12. The kiwi, a new zealand bird, is unable to fly.
13. Pandas eat chinese bamboo shoots; koalas eat australian eucalyptus leaves.
14. It is said that siamese cats, a breed that likely originated in Thailand, were trained to guard the king's palace and attack intruders by jumping on their backs.
15. The chihuahua is the smallest breed of dog and was named after the mexican state of the same name.

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WHAT'S MISSING!

Adverbs are words that describe or modify verbs, adjectives, or other adverbs. They answer questions like **when? where? how? how much?**

Directions: Write the correct adverb in each sentence. Use the words in the box. Time yourself. Can you do it in four minutes?

closely	cleverly
little	quite
instantly	carefully
thoroughly	easily
rather	mainly
suddenly	rarely

1. The detectives _____ searched the crime scene for clues.
2. Just glancing at my mother's face, I knew _____ that she was upset about something.
3. After working for eight hours we were _____ tired.
4. No one knows what to wear because the weather has been _____ unpredictable.
5. _____ do our parents know about plans for their surprise party.
6. My father has _____ if ever been late to work, even though he commutes over an hour each morning.
7. The children _____ disguised themselves so that not even their friends recognized them.
8. The storm hit _____, leaving many unsuspecting residents stranded.
9. My brother is _____ interested in music and spends most of his spare time playing his guitar.
10. I _____ rechecked my calculations to make sure I hadn't made any mistakes.
11. Some people confuse me with my sister because we _____ resemble each other.
12. We _____ finished the test in no time at all.

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TONGUE TWISTERS

Directions: Theodore Thistle loves tongue twisters. Here are a few of them, but he put the adverbs in the wrong places. Underline the adverbs. Next, rewrite each tongue twister, placing the adverbs where they make the most sense. Then, try to say each sentence five times as fast as you can!

1. Peter Piper picked a pluckily peck of pickled peppers.

_____

2. Six slowly striped snakes slithered southward.

_____

3. Betty Botter boasted 'bout her buttery boldly batter.

_____

4. Noisy annoyingly noises annoy Mrs. always Lloyd.

_____

5. Fast always Bo-Peep's sleepy sheep fall asleep.

_____

6. Bradley Baker burned the brown badly bread.

_____

7. A gaggle of ganders gobbled gobs of goober gloriously peas.

_____

8. Sherry Shiffler's selfish sister seldom Shelly's shellfish sell.

_____

9. Oodles of noisily poodles nibble oodles of noodles.

_____

10. Shy Sam Phipps sips Sally's salty silently soup.

_____

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WHAT DID YOU SAY?

Adverbs can show comparison. To compare two actions, add the suffix **er** or use the words **more** or **less**. This is called using the **comparative degree**.

To compare more than two actions, add the suffix **est** or use the words **most** or **least**. This is called using the **superlative degree**.

The spellings of some adverbs change when you use comparative and superlative degrees. Here are some examples:

eagerly	more eagerly	most eagerly
carefully	less carefully	least carefully
well	better	best
low	lower	lowest

Directions: Benjamin Bing brags about everything, but he always uses adverbs incorrectly. Read what Benjamin has to say. Underline each mistake. Then, rewrite each sentence correctly.

1. Everyone knows I can do wheelies more better and more long than you can! _____

_____

2. My older brother swims the most fast of all the kids at camp. _____

_____

3. Our dog Spike growls ferociouslier than the dog next door. _____

_____

4. I think the Rockets hockey team plays the most skillfulliest of all the teams. _____

_____

5. I finished my homework even more quicklier today than yesterday. _____

_____

6. I'm a great tennis player because I serve the ball more hard than the other players.

_____

_____

7. My mother jogs more farther in 15 minutes than your mother does. _____

_____

8. My sister writes more rapidlier and neatlier than Jenny does. _____

_____

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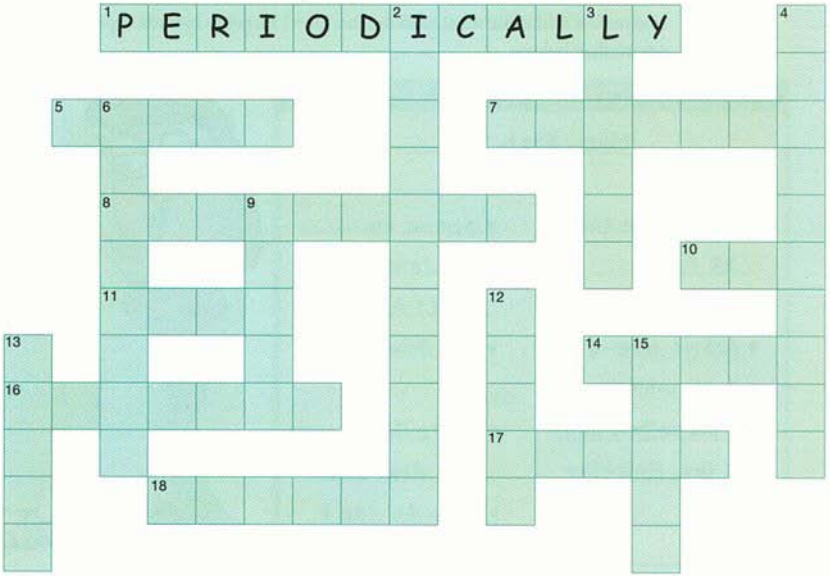
WHERE AND WHEN

Some adverbs such as **here**, **there**, **outside**, and **nearby** tell where something is located. Other adverbs such as **always**, **never**, **today**, and **early** tell when something is taking place.

Directions: Write the adverb that correctly completes the sentence and fits in the puzzle. Each adverb must tell either **when** or **where**. The first one has been done for you.

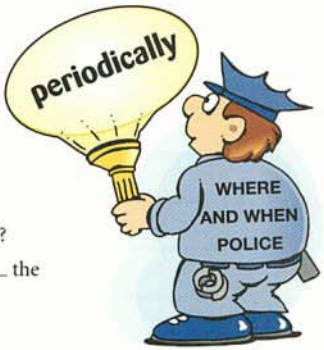


Across:

1. We _____ go to the movies.
5. I take a vitamin _____.
7. Please play _____.
8. We saw him _____.
10. Do it right _____!
11. Please come _____.
14. The sky is _____.
16. Nothing lasts _____.
17. Not late but _____.
18. He lives _____.

Down:

2. Come here _____!
3. I haven't seen you _____.
4. We've looked _____.
6. We can't find it _____.
9. Please sit _____.
12. Don't ever say _____.
13. Do you come here _____?
15. She hid the cookies _____ the breadbox.



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BE BRIEF

An **abbreviation** is the shortened form of a word. Many abbreviations begin with a capital letter and end with a period. **Initials** are a type of abbreviation you can use for certain names and expressions. They replace a word or a whole name.

Directions: Lisa Lewis is always making lists. To save time, she uses abbreviations and initials. Read Lisa's list and underline the abbreviations and initials she used. Then, list the abbreviations and initials and write what each means. Don't forget to include capital letters and periods where they belong.

Things to Do

Mon., Sept. 10th

Buy :

- telephone cord—25 ft.
- 4 yd. of material
- fabric glue—8 oz.
- 2 qt. white paint
- 1 pt. yellow paint
- 2 lbs. finishing nails

Call:

- phone co.
- Dr. Jamison at 11 A.M.
- Mr. Smythe

Other:

- Write Sen. Leroy and Rep. Lee.
- Stop by Jan's apt. at 3 P.M.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____
11. _____ _____
12. _____ _____
13. _____ _____
14. _____ _____
15. _____ _____
16. _____ _____

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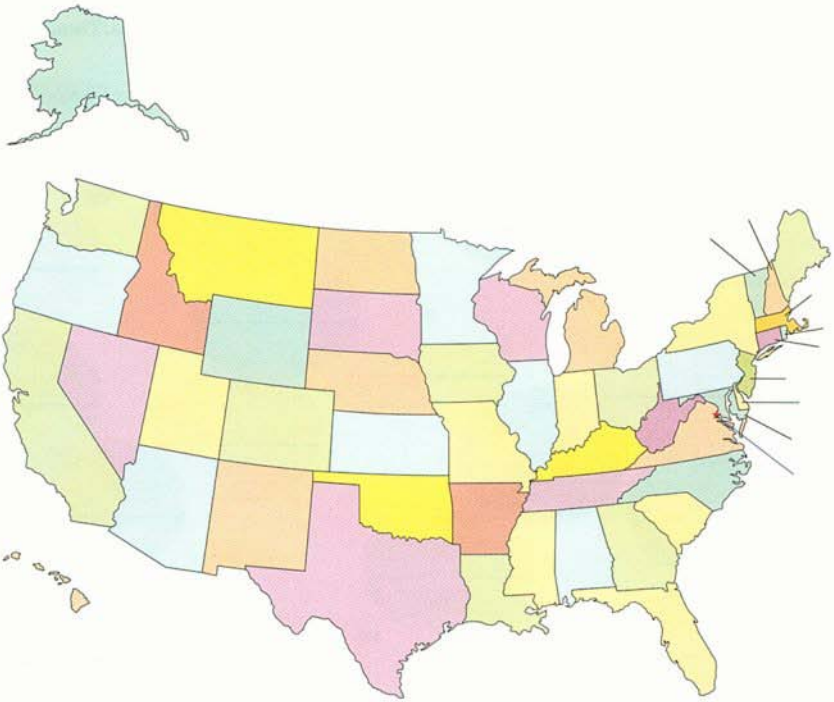
STATE IT

The United States Postal Service has a standard abbreviation for every state. For example, Alabama is abbreviated as AL, Kansas as KS, and Tennessee as TN. When you write an address in letters and on envelopes, you should use these abbreviations. Can you identify all fifty states and the postal abbreviation for each? Test yourself and see.

Directions: Write the abbreviation for each state on the map



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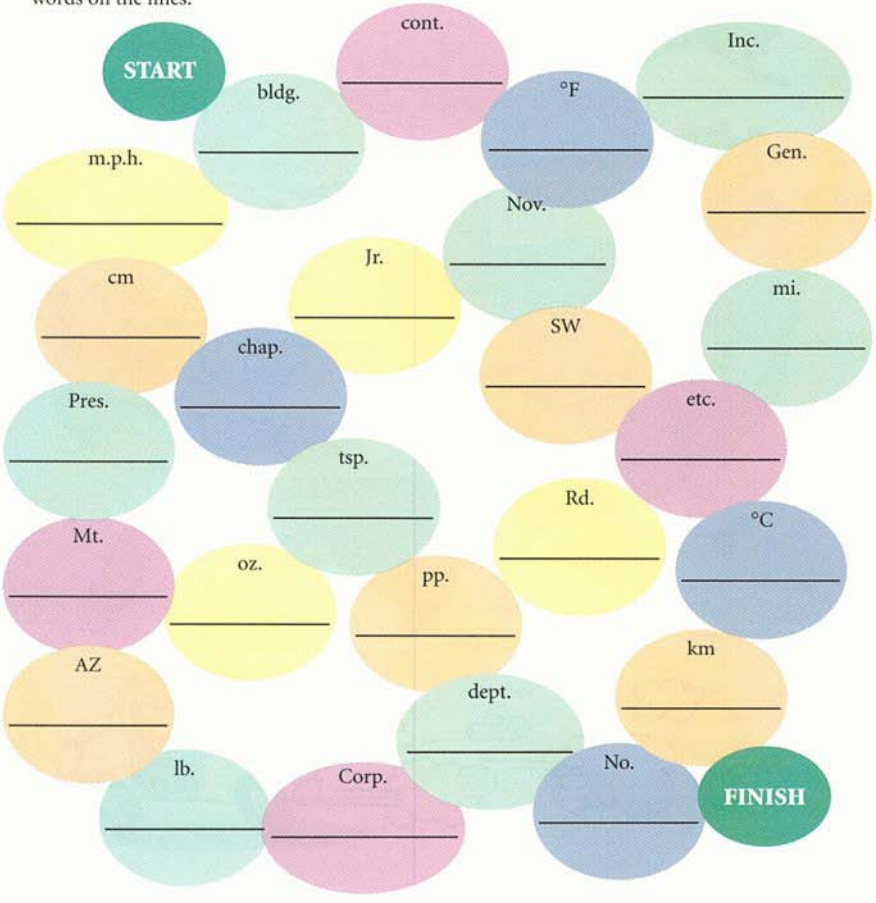
ABBREVIATION STATION

Directions: How well do you know your abbreviations? Play this game to find out. Each player needs a coin and small button to use as a marker.

1. Flip the coin to determine how many spaces to move your marker. Move 2 spaces if it's heads up and 1 space if it's tails up.
2. You will land on an abbreviation. Tell what it means and how to use it. For example, Dr. is the abbreviation for the title Doctor. It is written before a person's name.
3. The first player who goes from START to FINISH along any of the paths wins. Then, write all the words on the lines.



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FILL IN THE BLANKS

Directions: Read the following letters and fill in the missing abbreviations. Hint: more than one abbreviation is possible for some. And remember, many abbreviations are capitalized and end with a period.

_____ John Jones, _____

321 _____ Hill _____, _____ 2-B

Morrisville, _____ 54321

_____ and _____ John Jones, _____

_____ Box 123

Montvale, _____ 12345

Hi!

Just a friendly reminder that you have an appointment with _____ Molar for your six-month checkup.

Date: _____ 31, 2002

Time: 7:30 _____

See you then. Keep flossing and brushing.

_____ Molar

It was really fun seeing you. I hope we can get can together again soon.

Your friend,

Max

_____ I'll send the photos as soon as I get the film developed.

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MOTHER GOOSE'S MAZE

A **simple sentence** consists of one complete subject and one complete predicate, even if the subject or predicate is a compound.

Directions: To get from START to FINISH in Mother Goose's maze, you can only enter a square that contains a simple sentence. Time yourself. See how long it takes to get through the maze!

Old King Cole called for his bowl, pipe, and fiddlers.	Naughty Tom the piper's son stole a pig and ran away.	Peter Piper picked a peck of pickled peppers.	**FINISH**
Silly Yankee Doodle stuck a feather in his cap.	Sat down beside her and frightened her away.	Clumsy Jack and Jill fell down the hill.	The mouse ran down the clock at the stroke of 1.
Each sack had seven cats with seven kittens each.	Mother Hubbard's kitchen cupboard was bare.	The beautiful Queen of Heart's tasty cherry tarts.	Lost their mittens and started to cry.
Marched them up the hill to the top and marched them down again.	The noble Duke of York had ten thousand men.	Under a haystack fast asleep.	Over the water and over the lea.
The little girl with a curl in the middle of her forehead.	Jack jumped over the candle stick.	Jack Horner sat in a corner with a plum on his thumb.	Can't tell where to find her.
START	Contrary Mary grew silver bells and cockle shells in her garden.	A lamb with fleece as white as snow followed Mary everywhere.	All the King's horses and all the King's men.

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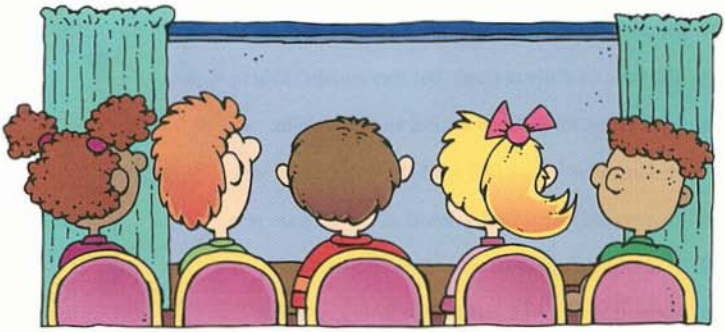
PUT IT TOGETHER

A **compound sentence** contains two or more simple sentences joined by a comma and a **conjunction** such as **and, but, or, yet, so,** or **nor**.

Directions: Do you know a compound sentence when you see one? Make a check mark in front of each compound sentence below and insert commas where they belong.

1. ____ *The Adventurer* was a best-selling book yet the film version wasn't as popular with critics or moviegoers.
2. ____ Cara and her friends read the book and then saw the movie.
3. ____ Eddie and Cara got the tickets for Dave, Beth, and Jan.
4. ____ Dave and Eddie wanted to sit in the third row but the girls preferred a row toward the back of the theater.
5. ____ They eventually compromised and sat together in a middle row.
6. ____ Everyone wanted popcorn so the group bought three buckets to share.
7. ____ The movie finally started at three o'clock and ran for nearly two long hours.
8. ____ Everyone enjoyed the movie but Cara and Eddie.
9. ____ Cara thought the first half of the movie was good but she grew really bored during the second half.
10. ____ Eddie really hadn't enjoyed the book nor did he like the movie very much.
11. ____ You should read the book, see the movie, then judge for yourself.
12. ____ You may borrow my book or you can purchase your own copy.



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A PERFECT SCORE

A **complex sentence** contains one independent clause and one or more dependent clauses. These clauses are introduced by **subordinate conjunctions** such as **although**, **if**, **since**, **unless**, or **until**.

Directions: In bowling, a perfect score is 300. Read the sentences below and identify each one as a **simple**, **compound**, or **complex** sentence. Then, score 24 points for each complex sentence you identify, 12 points for each compound sentence, and 6 points for each simple sentence. If you get all 20 sentences correct, you'll have a perfect score of 300 points!

SCORE

____ 1. Vlad, Vern, and Vic have been best friends since they met in kindergarten. _____

____ 2. Whenever you see one, you will always see the other two. _____

____ 3. Because they're always together, we call them the Three Musketeers. _____

____ 4. I saw Vlad, Vern, and Vic at the bowling alley on Saturday. _____

____ 5. Even though Vic doesn't like to bowl, he came to watch. _____

____ 6. Vlad and Vern kept bugging Vic, so he agreed to one game. _____

____ 7. First, he rented a pair of shoes, and then he choose a ball. _____

____ 8. The first ball was too heavy for Vic, and he dropped it. _____

____ 9. When they were finally ready to bowl, Vlad went first. _____

____ 10. His first ball rolled down the alley and landed in the gutter. _____

____ 11. Vlad's second ball was better, but he left two pins standing. _____

____ 12. Vern recorded Vlad's score while Vic got ready to take his turn. _____

____ 13. As Vic was swinging the ball back, he accidentally released it. _____

____ 14. It bounced and rolled back toward Vern and Vlad! _____

____ 15. The boys tried not to laugh, but they couldn't help it. _____

____ 16. A disgusted Vic grabbed the ball and tried again. _____

____ 17. He hoped his second ball would be better, and it was. _____

____ 18. To everyone's surprise, Vic knocked down all ten pins. _____

____ 19. Vlad and Vern jumped up and cheered for Vic. _____

____ 20. Vic wondered if he'd ever be able to do that again! _____

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MAKE IT COMPLETE

Directions: Complete each sentence by filling in the correct group of words from the box. Add commas where they are needed. Then, identify each sentence as simple, compound, or complex.

- and last less than an hour.
- that people often call "twisters."
- if you hear a tornado warning.
- but clockwise in the Southern Hemisphere.
- and states along the Gulf of Mexico.
- and destroy it.
- and an F5 is the strongest and most destructive.
- but a storm cellar offers better protection.
- whenever weather conditions indicate a possible tornado.

1. Tornadoes are violent wind funnels _____

2. Most tornadoes hit Midwestern states _____

3. Tornado winds turn counterclockwise in the Northern Hemisphere _____

4. Tornadoes are typically several hundred yards in diameter _____

5. Tornadoes are rated on a scale from F0 to F5 _____

6. An F5 can suck up anything in its path _____

7. The National Weather Service will issue a tornado watch _____

8. Always get to a safe place immediately _____

9. You can take cover in a basement _____

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ALL ABOUT YOU

Directions: Fill in the blanks so each sentence tells something about you. Add commas and periods where they belong. Then, label each sentence **simple**, **compound**, or **complex**.

1. _____ Hi! My name is _____

2. _____ There are _____ people in my family and I _____

3. _____ We've lived here in _____ ever since _____ _____

4. _____ I attend _____ and _____ _____

5. _____ My favorite class is _____ although I _____ _____

6. _____ I have several _____ but _____ _____

7. _____ I hope to become _____ when I _____ _____

8. _____ Sometimes I _____ when _____ because _____

9. _____ I try to _____ so that _____

10. _____ I always _____ before _____ _____

11. _____ Even though _____ I'd like _____ _____

12. _____ As soon as I _____

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SPICY HOT!

A **simple subject** is the main noun or pronoun in the subject of a sentence.

A **complete subject** includes the simple subject and all words that modify it.

A **simple predicate** is the verb in the complete predicate.

A **complete predicate** includes the verb and all the words that modify it.

Directions: Which word is missing from each sentence? Is it the simple subject or the simple predicate? Insert a word from the box into the correct sentence, and use the ^ symbol. Then, draw a vertical line between the complete subject and complete predicate in each sentence. The first one has been done for you.

recipes	causes	spices	spoiled	problem
evaporates	consume	curries	reason	helps

1. People who live in hotter climates | typically consume spicy, hot foods.
2. Many Mexican and South American call for hot chili peppers.
3. Hot are used in East Indian recipes.
4. The for this is really quite simple.
5. Eating foods with hot spices a person stay cool.
6. Particularly spicy food the body to perspire.
7. Then, the perspiration and cools off the body.
8. Before the days of refrigeration, food quickly.
9. The was especially bad in hot climates.
10. The hot made the food last longer and hid the bad taste of spoiled food.

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SIMON'S SILLY SENTENCES

A **simple subject** is the main noun or pronoun in the subject of a sentence.
A **compound subject** consists of two or more simple subjects joined by the conjunctions **and** or **or**.
A **simple predicate** is the verb in the complete predicate.
A **compound predicate** is two or more verbs joined by the conjunctions **and**, **or**, or **but**.

Directions: Simon wants to play a game. In his game, each player has to write four silly sentences using nonsense words. Here's how the game is scored:

1 point for a sentence with a simple subject and a simple predicate
3 points for a sentence with a compound subject or a compound predicate
5 points for a sentence with a compound subject and a compound predicate

Simon has written the following nonsense sentences. Underline each simple subject and predicate; then, circle the compound subjects and predicates. Determine Simon's score. Finally, see if you can top it by writing four nonsense sentences of your own!

Simon's Sentences

Simon's Score: _____ points

1. Slipperty Hibbert, Flapperty Flip, and Hippity Pip pluckered Flipperty Gip's pretty purple plips. _____
2. You and Mickety Flickety can flipper and flapper with Dippity Ditz and me on the grippity grop. _____
3. The flippity mip with the frizzy wizzy wuzzies is zippiting zoo dahs today. _____
4. The bibbity mibbity flapmoddle and I gribbled through the hablet but didn't briggle the biblet. _____

Your Sentences

Your Score: _____ points

_____
_____ _____
_____
_____ _____
_____
_____ _____
_____
_____ _____

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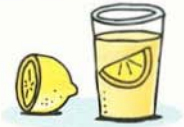
A LEMONADE LESSON



When two or more sentences contain the same predicate but different subjects, you can combine them to form a single sentence with a **compound subject**. To do this you can use **and** or **or** to combine the subjects.

When two sentences have the same subject but different predicates, you can combine them to form a single sentence with a **compound predicate**. To do this you can use **or**, **and**, or **but** to combine the verbs.

Directions: Revise this story to so that all the sentences have compound subjects or compound predicates. The first one has been done for you.

1. We were hot after working in the garden. We were really thirsty, too. We were hot and really thirsty after working in the garden.
2. My sisters wanted some lemonade. I wanted some lemonade, too. _____
3. I grabbed a bunch of lemons. I carefully cut them in half. _____
4. Annie looked all over for the pitcher. Annie finally found it. _____
5. Donna squeezed all the lemons by hand. She poured the juice into a pitcher. _____
6. Annie added an equal amount of ice water. She stirred with the long wooden spoon. _____
7. Donna said, "You can get three glasses. You can pour the lemonade now." _____
8. Annie said, "Hurry up! We're thirsty." Donna said, "Hurry up! We're thirsty." _____
9. Annie took a big gulp and swallowed. Donna took a big gulp and swallowed. I took a big gulp and swallowed. _____

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PREDICATE POWER

Predicate nouns and **predicate adjectives** are used with forms of the verb **to be** and other linking verbs. They refer back to the subject of the sentence.

	predicate noun	predicate adjective
Example:	John is a **friend**.	John is really **funny**.

Directions: 1. Write any noun or pronoun on the subject line.

2. Write a form of the verb **to be** on the predicate line. Here are some examples:

is	was	have, has been	will be
are	were	had been	could have been

Be sure the verb agrees with your subject.

3. Pick a scrambled word. The first letter is underlined. After unscrambling the word, write it on the last line. If it is a noun, add an article such as **a**, **an**, or **the**, or make the noun plural so that it makes sense.

uchgor	_____	eggoruso	_____	apleruse	_____
ninwer	_____	cykyu	_____	halentep	_____
razerib	_____	crusidiulo	_____	nestorm	_____
dibelercni	_____	abyetu	_____	castifnat	_____

	subject	form of verb "to be"	predicate noun or adjective
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____

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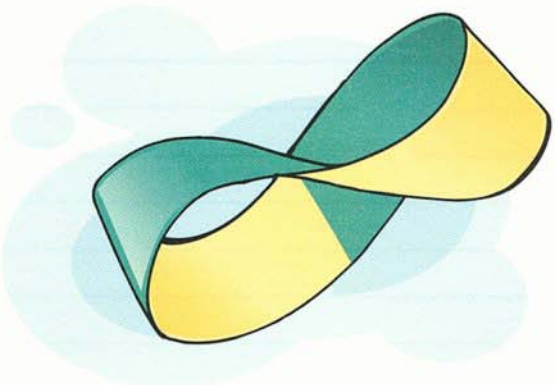
DO THE TWIST

A **direct object** is a noun or pronoun that receives the action of a verb.

Directions: As you read each sentence, underline the direct object. Then, use a sheet of paper, tape, a pencil, and a pair of scissors to find out what the surprise is.

1. Nikki showed me a really neat trick.
2. She found the directions in her math book.
3. First, she took a sheet of notebook paper.
4. Next, she cut a strip about 1 inch wide and 11 inches long.
5. Then, she started to make a loop.
6. Just before Nikki taped the ends together, she made one twist.
7. Now, she had a model of an endless belt, or Mobius strip.
8. Nikki took a pencil, started to draw a line down the middle of the strip, and ended up where she started!
9. Then, she gave me a pair of scissors, so I could cut along the line.
10. Try the activity yourself to see why I was so surprised.



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OBJECT-IVELY SPEAKING

A **direct object** is a noun or pronoun that receives the action of a verb. An **indirect object** is a word or words that come between a verb and its direct object, telling **to whom** or **for whom** something is done.

Directions: Say each of the following tongue twisters five times, as fast as you can, without making a mistake. Then, underline each direct object and circle each indirect object.

1. Betty Blake baked Blake Baker a batch of baked beans.
2. Tad told Todd two tall tales.
3. Will Willa whittle Wally a little wooden whistle?
4. Nate's nice niece Nell knit Nancy a fancy cap.
5. Did Dudley Dooley draw Dewey a doodle?
6. Lilah loaned Lola Layla's lovely lilac leggings.
7. Suki Suzuki saved Celia six seats.
8. Simon Shiller sold Sheila Shiffler shiny silver slippers.
9. Bart bought Bertie a buttery blueberry bagel.
10. Harry handed Harvey Harley's heavy hammer.

Challenge: Now, write some tongue twisters of your own! Be sure to include and underline a direct object and an indirect object in each one.

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DEAR AGENT 001 . . .

The **object of a preposition** is a noun or pronoun that follows a preposition in a phrase.

Directions: A friend is sending you a note. Just in case someone intercepts it, she's written all the direct objects and objects of prepositions in disappearing ink. Try to figure out what the message says. Write a noun or a pronoun in each blank.

Dear Agent 001,

I'm writing _____ from _____. I should be doing _____, but I just don't feel like it. I hope you-know-who doesn't see _____, but even if she does, she won't be able to read _____ because I'm using _____. Anyway, I wanted to tell _____ about _____ for _____ on _____. I've already asked _____ and it's okay with _____, but we really do need to make _____. It's only two weeks from _____. Can you meet _____ at _____ after _____? I can be there by _____. It only takes about _____ to get there. I'll stop at _____ and buy some _____, _____, and _____, so we'll have something to snack on while we talk. By the way, I don't have to be home until _____, so we have plenty of to work out everything. Please tell _____ to come along, too, but whatever you do, don't let _____ know about _____ because I really want to surprise _____. Oops. I have to go!

See _____ and _____ later.

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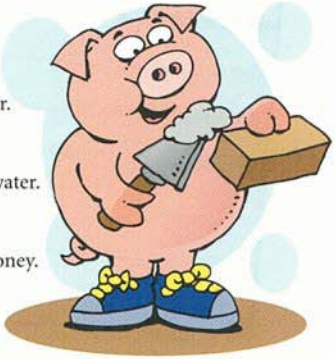
MISSING OBJECTS

Directions: Each of the following sentences tells about a well-known character from a nursery rhyme or fairy tale. Each sentence is also missing either a direct object or an indirect object. Use the ^ symbol to show where the missing object should be. Then, insert it. The first one has been done for you

1. After they were summoned by Old King Cole, the three fiddlers played him ^ a merry tune.
2. Mrs. Muffet fixed her lovely young daughter.
3. Old Mother Hubbard threw a big bone after returning from the market.
4. The very practical third little pig built himself.
5. Each time Pinocchio tells another lie, his nose grows longer.
6. Jill handed Jack and ran up the hill with him to get some water.
7. The pie man didn't offer any of his wares for he had no money.
8. Red Riding Hood brought a basket of goodies.
9. Hansel broke off a chunk of gingerbread from the witch's cottage and gave his sister Gretel.
10. A trickster gave a handful of magical beans for the cow.
11. Jack fetched on the hill.
12. Baa, baa, black sheep gave to his master.



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THE CONJUNCTION CODE

Conjunctions are words that join other words, phrases, and sentences.

Directions: Find the pattern in this conjunction code to discover 18 common conjunctions. Use these conjunctions to complete the sentences below. Each conjunction is used only once.

a i n f d b a u f t t o e r r u w n h t i i l l

e u w n h l e e t s h s e w r h b e e n c n

a o u r s e e i a t l h t e h r o b u e g f h o

f r o e r a w s h s e o n o e n v a e s r

1. _____ you study for your test, I'm going to finish my math homework.
2. I'll tell Mom _____ you don't give back my CD right now!
3. _____ you stay_____ go is completely up to you.
4. We can't go swimming yet, _____ the surf is too rough.
5. _____ it rained all night, the field should be dry by game time.
6. We were just about to eat _____ the phone rang.
7. My friends will wait for me _____ I get there.
8. We aren't going _____ you can go, too.
9. Neither my brother _____ my sister wants to practice right now.
10. We have both math _____ English homework tonight.
11. _____ we hear anything, we'll call you immediately.
12. We have to straighten up our room _____ we can come over.
13. _____ we plan a picnic, it always rains.
14. I ran as fast as I could _____ I didn't want to miss the bus.
15. You can go to the dance, _____ you have to be home by ten o'clock.
16. We will _____ go to the mall _____ to a movie tonight.
17. _____ I return this book to the library, I have to stop at the store.

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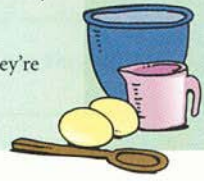
A RECIPE FOR A SENTENCE

And, but, yet, or, and **so** are **coordinating conjunctions.** Use them to join together words, phrases, and sentences. Be sure to add a comma before a conjunction when you use it to combine two sentences.

Directions: Read the sentences in the first column. Find related sentences in the second column. Look in the third column to find the best conjunction to combine the sentences. Write your new sentences on the lines below.

1. Stir together 1 cup butter and 1 1/2 cups brown sugar in a bowl.	Then, add two eggs.	or
2. Put 2 cups flour into another bowl and add 1 teaspoon baking soda.	Stir.	so
3. Combine the wet and dry ingredients.	Also add 1 cup of nuts with the chips if you like nuts.	but
4. Add 2 cups chocolate chips to the mixture.	Place the spoonfuls about 1 1/2 inches apart.	and
5. Drop spoonfuls of the batter onto a cookie sheet.	Take them out of the oven when they turn golden brown.	and
6. Bake the cookies for 10 minutes.	The cookies will rise when they're in the oven.	but



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THE BEST OF THREE

A **subordinating conjunction** such as **although**, **after**, **when**, or **while** joins a dependent clause to an independent clause in a sentence. You can write most sentences with a subordinating conjunction in one of two different ways.

Example: **When** my friends arrived, I was still doing my homework.
I was still doing my homework **when** my friends arrived.

When a sentence begins with a subordinating conjunction, use a comma to separate the two clauses.

Directions: Read each group of subordinating conjunctions and the pair of sentences that goes with it. Choose the best conjunction to join the sentences. Then, write the new sentences you can make on the lines underneath.

1. **while unless because** She refuses to speak to me. I apologize to her.

_____

_____

2. **since when until** You hear what I have to say. Don't say a word.

_____

_____

3. **while whether where** I make dinner. You can set the table.

_____

_____

4. **as if even though as soon as** I still couldn't go. I'd finished my homework.

_____

_____

5. **although as if after** Our parents called us. We hurried home.

_____

_____

6. **wherever whenever whereas** You want to leave. Just let us know.

_____

_____

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SPEECHLESS!

Directions: Read the beginning part of each sentence. Then, choose one of these subordinating conjunctions to begin a clause that will complete the sentence. The first one is done for you.

as soon as	nor	so that
if	while	because
when	after	before
until	since	whenever
for	unless	even though

1. You'd better take off those shoes if they are muddy!
2. Please fix me a sandwich _____
3. I am really nervous _____
4. I'll be there _____
5. Don't forget to walk the dog _____
6. Take out the garbage _____
7. I am grounded for two weeks _____
8. I'm gluing it back together _____
9. I'm not doing the dishes tonight _____

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IS THAT A FACT?

A **preposition** is a word that shows how one word is related to another in a sentence.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. This noun or pronoun is called the **object of the preposition**.

Directions: Each fact below is missing a prepositional phrase. Use the code to figure out each one. Write the phrase, underline the preposition, and circle the object of the preposition.

1. The Iditarod is a 1200-mile dogsled race

2. Air rushes

   at 100 miles per hour when you sneeze.

3. Red is the most commonly found color

4. The Islands of Hawaii evolved as volcanoes erupted

5. French fries are not really but

6. Bertrand Piccard and Brian Jones were the first to fly

nonstop

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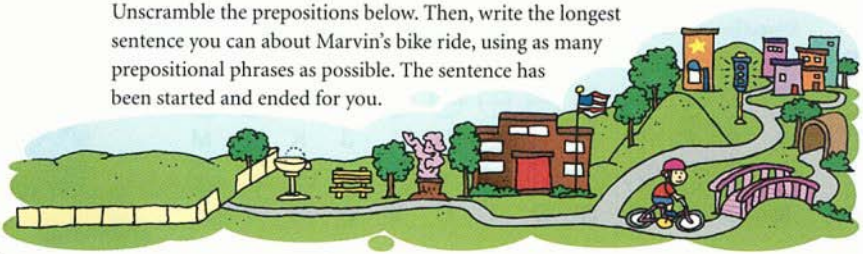
ONE LONG SENTENCE!

Prepositions like **inside**, **near**, and **under** tell location. Other prepositions such as **toward**, **through**, and **past** tell direction. Still other prepositions like **during**, **until**, and **since** tell time.

Directions: Meet Marvin. About the only time you won't see Marvin on his bike is when he's at school. Unscramble the prepositions below. Then, write the longest sentence you can about Marvin's bike ride, using as many prepositional phrases as possible. The sentence has been started and ended for you.



yb	_____	newtbee	_____	vero	_____
pu	_____	soscar	_____	tunli	_____
stap	_____	oveab	_____	tenx ot	_____
logan	_____	wond	_____	wradot	_____
debyno	_____	insec	_____	undora	_____
noit	_____	druen	_____	freboe	_____
hebnid	_____	rane	_____	nupo	_____
hateneb	_____	morf	_____	rughoth	_____
noot	_____	beedis	_____	wond	_____

Marvin rode his bike out of the garage, _____

_____

_____

_____

_____

_____

_____

_____ and he still got home before noon!

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RIDDLE TIME

Some prepositional phrases are like adjectives. They describe nouns or pronouns and tell **how many**, **what kind**, and **which one**.

Other prepositional phrases are like adverbs. They describe verbs, adjectives, and other adverbs and tell **how**, **when**, **where**, and **to what extent**.

Directions: Read the following riddles. Underline the prepositional phrase or phrases in each riddle and write **adjective** or **adverb** to tell how the phrase is functioning in the sentence. Then, try to answer the riddles.

1. A man drove a car with a flat tire across the country but didn't know it was flat. How was this possible?

   _____

2. What can you draw without a pencil and paper? _____

3. What's the first thing you do in the morning? _____

4. Why did the secretary place a clock under her desk? _____

   _____

5. What do you call the science of shopping? _____

6. What's worse than a millipede with sore feet? _____

   _____

7. Why can't you catch a cold going up in an elevator? _____

   _____

8. Which weighs more, a pound of feathers or a pound of potatoes? _____

   _____

9. Why did the baseball team sign a player with two heads? _____

   _____

10. How can you say *rabbit* without the letter *r*? _____

11. What goes around a yard but cannot move? _____

12. How could six people stand under a small umbrella and not get wet? _____

   _____

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THE OBJECT IS . . .

A **prepositional phrase** begins with a preposition and ends with the object of the preposition. When you use a pronoun as the object of a preposition, be sure to use an object pronoun. The object pronouns are **me**, **you**, **him**, **her**, **it**, **us**, and **them**.

Directions: As you read the following story, you will notice that Greg did not complete the prepositional phrases. Help him out by adding the missing objects and any other words that describe the object.

Last night, my friend Steve and I decided to sleep outside in _____. According to _____, the weather forecast called for clear skies with _____. I found the sleeping bags underneath _____ in _____. I also packed some snacks for _____. We could hardly wait for it to get dark. We unrolled our sleeping bags and put them _____, just beyond _____. It finally got dark. Soon we'd hear the owls and some of the other critters that live in the woods around _____. Steve and I played some games and talked about _____. Then, we had a snack and crawled into _____. We were just about asleep when we startled by a rustling sound.

"It's probably just a raccoon," I said, as I nervously reached for _____. Steve didn't say anything, but I coud tell he was scared. Well, it wasn't a critter. It was my little brother Tommy, dragging his blanket and pillow behind _____.

"What are you doing here?" I asked. "You know, Tommy, you almost scared the wits out of _____."

"Sorry, Greg," he said. "I wanted to sleep outside with _____."

"Well, okay." I sighed. "Just wrap the blanket around _____ and come lie down next to _____.

"Goodnight, Greg and Steve," said Tommy, "and thanks."

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WHAT TYPE OF SENTENCE?

A **sentence** is a group of words that expresses a complete thought. It has a subject and a predicate. There are four types of sentences:

- a **declarative** sentence makes a statement and ends with a period.
- an **interrogative** sentence asks a question and ends with a question mark.
- an **imperative** sentence gives a command or makes a request; it ends with a period.
- an **exclamatory** sentence expresses emotions or strong feelings and ends with an exclamation mark.

Directions: For each sentence below that is a statement, write **DEC** on the line. For questions, write **INT**; for exclamations, write **EXC**; for commands or requests, write **IMP**. If you find a group of words that is not a sentence, write **NS**. Then, go back and fill in the punctuation marks that are missing from each sentence.

1. _____ Which continent is the only one that is also a country
2. _____ If you're at the top of the Eiffel Tower, you're in Paris, France
3. _____ Only one of the Seven Wonders of the World
4. _____ Read this article about the city known as the Big Apple
5. _____ What an exciting place that would be to visit
6. _____ One of the world's tallest structures, the Warszawa Radio Mast
7. _____ If Greenland and the Antarctic icecaps were to melt
8. _____ You know that oceans cover almost two-thirds of Earth's surface, don't you
9. _____ Why, that's a lot of water
10. _____ Please tell us more about the Dead Sea
11. _____ The Dead Sea which is actually a lake
12. _____ You might ride a boat to school if you lived in Venice, Italy
13. _____ Is it true that most volcanoes are found in oceans and not on land
14. _____ In the Painted Desert or the Kalahari Desert
15. _____ Don't forget to check out the new atlas

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OUT OF ORDER!

In **declarative** sentences the subject usually comes before the verb. In **interrogative** sentences, the subject often comes after the verb or between the parts of a verb. In **imperative** sentences the subject is you, but it is *not* usually stated. It is understood.

Directions: Arrange each set of words below into a sentence, and add the correct end punctuation. Here's the twist: You can form two different types of sentences with some of the word sets. Give yourself a thumbs up when you figure out which ones!

1. of 12,000 actually are over species ants there _____

2. do 400 eggs lay at a time seahorses really _____

3. if rattlesnake ever by a should worried be you bites _____

4. look hovers spot one in hummingbird that how _____

5. about that a book is giant squids _____

6. is what bird a bald eagle majestic the _____

7. the minute insect wings is its 62,000 times the beats its midge that a _____

8. is Asia the mouse deer of tall only inches 9 _____

9. in length grow can 40 feet a tapeworm and segments 3,000 have _____

10. two of any stripes aren't alike the zebras _____

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IT'S HOW YOU SAY IT

There are two kinds of imperative sentences, **commands** and **requests**. A command orders someone to do something and usually ends with a period. A request asks someone to do something and can end with a period or a question mark, depending upon the sentence.

An **exclamatory** sentence is said with strong feeling. It ends with an exclamation mark.

Directions: For the first three cartoons, choose the sentence below that makes the most sense. Decide if it is a command, a request, or an exclamation, and add the correct end punctuation. For the last cartoon, make up your own sentence!

Be quiet	Would you please pass the pepper	Take your seat
Please open the door	Watch your step	Run quickly

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SOMETHING'S MISSING

All sentences must have a subject that tells *who* or *what* the sentence is about. The subject in imperative sentences—you—is understood. Sentences must also have a predicate that tells what the subject is doing, does, did, or will do.

Directions: Mike was in a hurry. His assignment was to write examples of the different types of sentences, but that's not what he did. Each sentence is missing a subject, a predicate, or a subject *and* a predicate. Add the missing parts. Be creative. Then, write the type of sentence each one is. The first one has been done for you.

1. an old photo album We found an old photo album in the attic.
   declarative
2. of you in the fifth grade _____
3. clothes you wore back then _____
4. back that photograph, or else _____
5. wear sneakers or jeans except for gym _____
6. the weirdest thing _____
7. without jeans and sneakers today _____
8. no cellular phones, inline skates, or computers _____
9. for fun _____
10. wasn't a kid back then _____

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A COMMA CONUNDRUM

The **comma** (,) is a punctuation mark that is usually used in a sentence where a pause would be made if you were reading aloud. Commas are always found inside quotation marks.

Directions: There are lots of rules for where to put commas. Connie is making a list of these rules with an example for each one, but she hasn't added the commas yet. Can you help her out? Read the rules. Then, insert commas where they belong.

Always use a comma:

- *before a conjunction when you join an independent clause in a compound sentence.*
  The Sun may be 93 million miles from Earth but it is more than 200,000 times closer than the next nearest star.

- *after a dependent clause that comes at the beginning of a sentence.*
  Even though there are 30,000 species of plants 90% of the world's food comes from just 20 species.

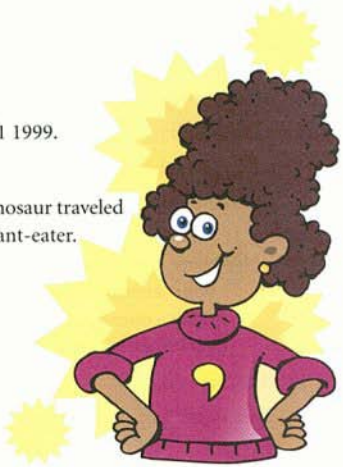
- *between a city and a state.*
  We recently moved to San Francisco California.

- *between the day and year in a date.*
  The Northwest Territories of Canada split in two on April 1 1999.

- *to separate three or more words or phrases in a series.*
  Dinosaur experts use footprints as clues to tell how fast a dinosaur traveled if it ate alone or in a pack and if it was a meat-eater or a plant-eater.

- *after introductory words or phrases and mild interjections.*
  By the way there are over 250,000 species of beetles.
  Yes there are more kinds of beetles than any other animal.

- *to set off the person being directly spoken to.*
  Mike you really ought to check out this book.
  Thanks for the suggestion Beth.



- *to set off appositives, which stand beside a noun and rename it.*
  San Francisco's Lombard Street the most crooked street in the world has ten sharp turns in one block.

- *with words or phrases that interrupt the main idea of a sentence.*
  This symphony in my opinion is Beethoven's best.

- *before a direct quotation in the middle of a sentence.*
  Our teacher asked "How old was Chester Greenwood when he developed his idea for earmuffs?"

- *at the end of a direct quotation that is a statement when it is at the beginning of a sentence.*
  "Chester Greenwood was just 15 years old when he came up with the idea" I answered.

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THE RULE IS . . .

Directions: Do you know when to use colons and semicolons? Study the examples. Then, see if you can state the rules.

1. Dear Sir or Madam:
   This is to inform you that you have been selected to. . . .

What's the rule?

Use a colon _____ in a _____.

2. Here's what you'll need to bring along for the day trip to the beach: bathing suit, beach towel, sunscreen, sunglasses, sun hat, flip-flops, lunch, snacks, and pail.

What's the rule?

Use a colon _____.

3.

ARRIVALS				
AIRLINE	FLIGHT	CITY	GATE	TIME
National	3214	Denver	B12	12:45 P.M.
Southern	1242	Miami	B18	1:15 P.M.

What's the rule?

Use a colon _____.

4. Abraham Lincoln stood before the crowd and declared:
   Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether…

What's the rule?

Use a colon _____.

5. TURTLE: I bet you can't get from here to there as fast as I can.
   RABBIT: I think you've lost your wits, Turtle!
   TURTLE: I will not call it quits until we have raced, Sir.

What's the rule?

Use a colon _____.

6. Soccer practice is after school, and band practice is after lunch.
   Soccer practice is after school; band practice is after lunch.

What's the rule?

Use a semicolon in place of _____ in a _____ sentence.

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WHAT'S THE PROBLEM?

Use a **hyphen** (-) to write two-part numbers from twenty-one to ninety-nine, to write fractions as words, and in some compound nouns and adjectives.

Directions: Willis was in a big hurry to write math word problems for his study group, and he forgot to add hyphens where they belong. Help Willis figure out where the hyphens belong and add them. Then, solve the word problems and write the answers. Use hyphens as needed in your answers.

1. Maxwell bought the latest best selling kids' book by well known author Morris Madison. Yesterday, Maxwell read eighty nine pages, or one third of the book. It took him an hour and forty four minutes. How many pages are in the book? How much longer will it take Maxwell to finish the book if he reads nonstop? What time will he finish the book if he begins reading at 7:15 P.M. tonight?

   There are _____ pages in the book.

   It will take Maxwell _____ to finish the book.

   It will be _____ when he finishes the book.

2. Millicent has twenty one four by six inch index cards. Two thirds of the cards are off white. The rest of the cards are yellow. Millicent decides to cut the large sized cards in half to use for a project. How many small sized cards does she have in all, and what are the dimensions? How many cards of each color does she have?

   Millicent has _____ _____ in all.

   She has _____ cards and _____ cards.

3. Marvin has always been a bit of a know it all. He felt sure that he had enough gas to drive home last night, even though he had to drive fifteen miles and the gas gauge was almost empty. About three fourths of the way home, his car sputtered to a stop. How many miles had Marvin driven already? How far was Marvin from home?

   Marvin had already driven _____ miles.

   Marvin was _____ miles from home.

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THE LIST

Underline titles of books, magazines, works of art, plays, movies, television shows, and names of ships and planes. Use quotation marks around titles of chapters, short stories, short poems, and songs.

Directions: Here's Miss Muffet's list of the Top Ten Things to Do While on Vacation. The little Miss's list has a few errors, though. Help her out by underlining and adding quotation marks to titles and names as necessary.

1. Practice my dramatic reading of The Spider and the Fly for my appearance on Star Search.
2. Prepare the manuscript for my book 101 Uses of Curds and Whey and send to Mother Goose Publishing Company.
3. Rent the movie of E.B. White's Charlotte's Web.
4. Record my rock version of Eentsy Weentsy Spider and send to the Backstreet Boys.
5. Attend the unveiling of Pablo Picasso's recently discovered painting Muffet and Spider at the National Museum of Art.
6. Finish my article, How to Live With Spiders and Like It, for Ranger Rick.
7. Go for a ride on the Out to Sea, my friend Bobby Shafto's private yacht.
8. Read the chapter Major Order of Arachnids in Kids' Guide to Insects & Spiders.
9. Get tickets for Tarantella, the new Broadway musical that everyone's talking about.
10. Arrange for a screen test for a possible role in the sequel to Arachnophobia.

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OUT OF ORDER . . . AGAIN

To build a good sentence, you must know all the parts of speech and how they function together. For example, adjectives belong before the nouns and pronouns they modify. Adverbs should come as close as possible to the verbs, adjectives, or other adverbs they modify. Interjections usually come at the beginning of a sentence.

Directions: Here are some sentences that Ed wrote. Unfortunately, he misplaced some words or phrases in each one. Rewrite Ed's sentences, correctly placing all the words and phrases where they belong.

1. Would you call kindly me and my brother at your earliest convenience? _____

_____

2. The woman who across the street lives bakes the chocolate cakes most delicious in the world.

_____

_____

3. Is the little black dog with spots white, long ears floppy, and stubby tail yours really?

_____

_____

4. Hysterically my older sister laughed when she saw my hair how I had fixed for the dance.

_____

_____

5. The homemade bread and soup so smelled delicious that hardly we could wait to eat.

_____

_____

6. Was that the most terrifying movie ever I've seen. Wow! _____

_____

7. A squirrel our cat chased and was hit by a car almost. _____

_____

8. Read first the book and tell then what you think about me the author. _____

_____

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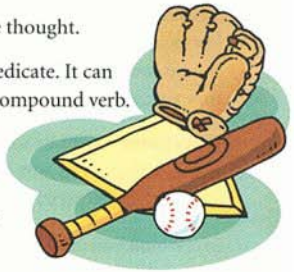
BATTER UP!

Remember: a sentence is a group of words that expresses a complete thought.



A **simple sentence** consists of a complete subject and a complete predicate. It can have a simple subject or a compound subject and a simple verb or a compound verb.

A **compound sentence** consists of two or more simple sentences joined by a semicolon or by a comma and a coordinating conjunction.

A **complex sentence** consists of one simple sentence and one or more dependent clauses introduced by a subordinating conjunction.

Directions: Rewrite the following story, changing as many simple sentences as you can into compound or complex sentences. You can add your own words or use the coordinating or subordinating conjunctions in the box. Once you have finished, underline each compound sentence and circle each complex sentence.

and	after	before	because	since	but
if	although	until	whenever	or	while
unless	yet	so	when	just as	even though

It's April. It's also a perfect Saturday afternoon for a game of baseball. It's not too hot or humid. No one is using the old vacant lot at the moment. Jeremy and some of his friends decide to organize a neighborhood game. Luis runs home to get his bat, glove, and a couple of baseballs. Luke is the resourceful one of the group. His job is to come up with something for bases. Yuki gets his brother Yuichi and his glove. Tomas and Ricardo look for Jelani and Devon. Jeremy sees Sammy and Eugene down the street and whistles for them to come.

Most of the neighborhood boys gather at the lot in no time. They begin to choose sides. Jeremy's sisters Lisa and Tina happen to show up. They ask to play too. The boys aren't too crazy about that idea. Lisa convinces them otherwise. They need 18 players for two teams. There are only 16 boys. The boys agree. It's a good thing. Lisa hit a home run in the second inning. Tina drove two runners home in the third inning! It was the perfect Saturday afternoon for a game of baseball.

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COMPOUND IT ALL!

A sentence can have a **compound subject**, a **compound object**, or both. A compound subject is two or more simple subjects joined by a conjunction. A compound object is two or more direct objects, indirect objects, or objects of a preposition joined by a conjunction. Remember that subjects and objects can be nouns or pronouns.

Directions: Here's a game you can play against Sheldon "The Super Sentence Writer."

1. Read Sheldon's sentences. Circle all the compound subjects. Underline the compound objects.
2. Figure out his score.
   If a sentence does not have a complex subject or complex object, **score 0**.
   If a sentence has a complex subject, **score 1 point**.
   If a sentence has a complex subject and one complex object, **score 2 points**.
   If a sentence has a complex subject and two complex objects, **score 3 points**.
   If a sentence has a complex subject and three complex objects, **score 4 points**.
3. Write five sentences of your own with complex subjects and objects. Circle all the compound subjects. Underline the compound objects.
4. Figure out your score. Who's the winner?

Sheldon's Sentences **Sheldon's Score** ____

1. Mom and Dad surprised my brother and me with a new computer and printer for our birthdays.
2. Mr. and Mrs. Angelino gave Ann and me some extra tomatoes and lettuce for our grandma and grandpa.
3. Dad and I spotted a doe and her fawn nibbling on grasses and corn in the field between the old shed and the pond.
4. Shocked motorists and pedestrians at the intersection of Fifth Avenue and Main Street watched police and other emergency workers tend to the injured man and his family.
5. Mandy and I found the ripest raspberries and strawberries alongside the road and the old cow path.

Your Sentences **Your Score** ____

1. _____
2. _____
3. _____
4. _____
5. _____

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WORD BY WORD

Directions: Instead of writing a sentence and labeling the parts of speech, try it the other way around. Choose just the right word for each part of speech to make sentences. Your sentences can be silly or serious. Just make sure they make sense!

1. Interjection ! – possessive pronoun – noun – verb – preposition – possessive pronoun – noun – conjunction – verb – possessive pronoun – noun.

_____

2. Article – noun – verb – article – noun – conjunction – possessive pronoun – noun – verb – article – noun.

_____

3. possessive pronoun – noun – verb – article – adjective – noun – preposition – noun – conjunction – noun – preposition – reflexive pronoun.

_____

4. Conjunction – pronoun – verb – possessive pronoun – noun – pronoun – verb – verb – noun.

_____

5. conjunction – article – noun – verb – adverb – adverb – pronoun – adverb – verb – pronoun.

_____

6. possessive pronoun – adjective – noun – verb – preposition – article – noun, conjunction – pronoun – verb – verb – pronoun – preposition – noun.

_____

7. Noun, – article – adjective – noun – preposition – possessive pronoun – noun, – verb – adverb – article – adverb – adjective – noun.

_____

8. Pronoun – verb – verb – adverb, – conjunction – verb – possessive pronoun – noun – preposition – pronoun – preposition – noun.

_____

9. Verb – article – noun – adverb – conjunction – noun – verb – adverb – adjective.

_____

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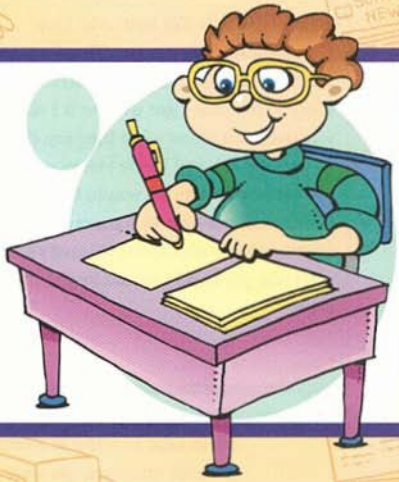
Writing Skills



Remember: follow punctuation rules whenever you write a sentence.

Periods are used at the end of a sentence.

Commas are used to separate items in a list or to separate parts of a sentence.

Question marks are placed at the end of a question.

Exclamation points end a command or sentence that expresses a strong emotion.

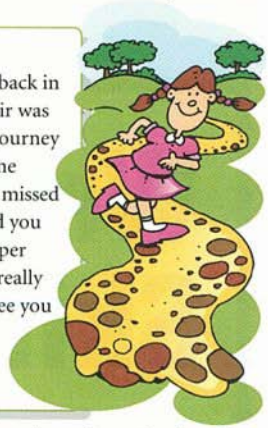
Directions: Read the following letter and insert the commas or end marks that are missing from each sentence.

Dear Scarecrow Tin Man and Lion

Hey guys how are you Thanks to everyone's help I arrived safely back in Kansas The balloon ride was so much fun Being so high up in the air was scary at first but I got used to it I was almost sad when the exciting journey was over You know what they say, though—there's no place like home

Auntie Em and Uncle Henry were happy to see me They said they missed me very much while I was in Oz It was great to see them too. Would you like to visit me here in Kansas Auntie Em says you can come for supper anytime Just look for the Wizard's balloon so you can hitch a ride I really miss you guys and I would love it if you'd come for a visit Hope to see you soon

Love
Dorothy



Directions: Now, write your own letter to a friend or family member you haven't seen in a long time. Make sure to write in complete sentences. When you are done, go back and circle all the periods, commas, question marks, and exclamation points you used.

Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

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DID NOT! DID TOO!

Use **quotation marks** to show someone's exact words or thoughts.

Example: "I loved the present you gave me," she cried.

Directions: Insert quotation marks wherever they are needed in the story below.

I can't believe you barged into my room without knocking! Rita said.

I did knock, Robbie replied. You just didn't hear me because you were yapping on the phone.

Well, I heard your giant feet crashing down the hall. Bigfoot! Rita teased.

Robbie frowned. Don't call me Bigfoot! he warned. At least I don't have big ears like you. You're on the phone so much, your ears are enormous.

Mom, Robbie's picking on me! Rita yelled.

Robbie yelled, No, Mom, Rita's picking on me!

Since you two have nothing better to do, I have some chores for you, their mother called to them.

Robbie and Rita looked at each other. Quick! Robbie said. We'll go in my room and say we're studying for a math test. That always works!

Great idea, bro! You're the best! Rita said.

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FIX THE ADS

Use capital letters at the beginning of a sentence and at the beginning of proper nouns and adjectives.

Directions: Rewrite the following newspaper ads using capital letters in the correct places.

is time running out for You? do you have Some time on your hands? whatever your problem, connie's clock store Can Help! stop by our store on main street to see our huge selection! just remember to hurry, Because "time waits for No One!"

got a strong longing for Chocolate? a burning yearning for candy hearts? at david's candy Depot, you'll find chocolates in all shapes and sizes, caramels and Nougats to satisfy your sweet tooth, and Delicious jellybeans in 100 gourmet flavors. so stop by our store in the greenleaf mall. tell the clerk, "david sent me," and you'll get a free sample of our famous chocolate cherries!

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ONE NOISY STORM

There can be more than one way to say something correctly, so try using different types of sentences when you write.

Example: The old jalopy started making noise, then slowed down and puttered to a stop.
The old jalopy started making noise. It slowed down and puttered to a stop.

The old jalopy first started making noise, then slowed down, then finally puttered to a stop. The old jalopy started making noise. Then, it slowed down and puttered to a stop.

Directions: Rewrite each of the following sentences in at least two different ways. You can rearrange the words if you want to, and even change them slightly, but be sure not to change the original meaning of the sentence.

1. Scooby had always been a silly cat, but that morning he was acting strangely. _____

2. He was jumping and howling more than usual. He even pounced on our other cat, Fluffernutter, while she was sleeping!

3. Fluffernutter woke up and started acting crazy, too. _____

4. The two of them made so much noise that our dog, Lucy, came to see what was going on.

5. Lucy started barking and ran into the bathroom. She wouldn't come out. _____

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WORD PICTURES

Directions: Look at the following pictures. First, write three sentences to describe each one, using strong adjectives and adverbs to make your sentences interesting. Then, go back and underline the adjectives and adverbs you used.

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A GOOD SPORT

It is important to include examples or specific details to support your statements when you write. Examples make your arguments stronger.

Example: North City is much nicer than Pleasantville.
North City is much nicer than Pleasantville. It has more parks, more restaurants, and an excellent symphony.

Directions: Rewrite the following sentences to include supporting examples or details. The first one is done for you.

1. There is more running in soccer than in baseball. There is more running in soccer than in baseball. In soccer, both teams spend the entire game running the field, while in baseball, there is only one whole team on the field at a time.

2. Footballs are different from the balls used in other sports. _____

3. Soccer and hockey have a few things in common. _____

4. People love to watch the World Series. _____

5. Playing sports is good exercise. _____

6. Football players use more equipment than players of other sports. _____

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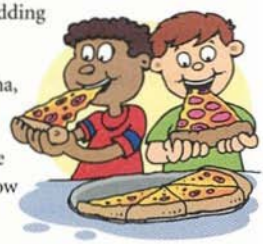
THE PLAY'S THE THING

Dialogue is the words that people say to one another in a story or play. Adding dialogue to your writing can make it more interesting.



Example: Angrily, Gina told Tina to be quiet. "For crying out loud, Tina, will you quiet down?" Gina exclaimed.

Directions: Rewrite the following scene from a play, inserting dialogue (with indents and quotation marks where necessary) to show exactly what the characters say to each other.

Dan orders a slice of pizza and a soda from Doreen, who works at the local pizza parlor. Dan sees his friend Dmitri and says hello. Dan tells Dmitri that he thinks Doreen is cute. Dmitri says he thinks the same thing and he wants to ask Doreen to play video games with him. Dan gets mad and says he is going to ask Doreen first. Suddenly, Doug enters and says hello to Doreen. He asks Doreen if she is ready to go to the movies. Doreen says yes. Dan and Dmitri are surprised. Then they laugh. Dmitri challenges Dan to a video game contest. Dan happily accepts.

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STRETCH IT OUT

Adding details to your writing can make it more fun to read. Add details such as who else was involved in the sentence's action, why something happened, when it happened, or how it happened.

Example: I went to the grocery store.
I went to the grocery store **with my mother**. (**who**)
I went to the grocery store **because we were out of milk**. (**why**)
I went to the grocery store **this morning**. (**when**)
I went to the grocery store **on my bicycle**. (**how**)

Directions: Rewrite each of the following sentences to include a *who, why, when,* or *how.* The first one has been done for you.

1. Pop Rocks is my favorite singing group. Pop Rocks has been my favorite singing group for two years.
2. I love the way they sing and dance. _____
3. My favorite Pop Rocks song is "I'm the One." _____
4. My brother thinks it's sappy, but I like to listen to it. _____
5. He's tired of hearing me play that song, so he hid my Pop Rocks CD. _____
6. But that's OK, because I have another copy of it. _____
7. I want to learn to dance just like the lead singer of the group. _____
8. I've been practicing my moves. _____
9. I hope to go to a Pop Rocks concert someday. _____

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JAZZ IT UP!

Directions: Find the seven missing adjectives and adverbs in the puzzle below. Circle them going across, down, or diagonally, and write them on the lines. Then, insert them into the paragraph where they belong.

G	O	Z	W	Q	R	E	T	G	K	P	M
P	W	F	S	C	T	A	L	L	I	D	A
R	M	H	R	U	B	I	V	S	T	Q	E
I	E	L	O	U	D	L	Y	S	G	U	L
N	A	D	M	R	A	D	J	H	K	I	T
J	B	D	R	E	P	K	E	I	A	C	Z
T	I	G	H	T	L	Y	S	N	H	K	M
Y	G	R	O	E	R	P	D	Y	L	L	E
Q	A	G	F	A	O	M	T	N	N	Y	A

_____
_____
_____
_____
_____
_____
_____
_____

Trouble for Tuba Thief

A _____ man wearing a _____ shirt entered Noted for Music, on 5th and Main Street, yesterday. He told the owner he wanted a _____ tuba. When the owner took a tuba out of its case, the man _____ grabbed it. Then, he ran _____ out of the store. But the man couldn't see where he was going because the tuba was so _____. He tripped on the sidewalk and got his head stuck _____ inside the tuba! The owner yelled _____ for the police and the man was arrested.

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SOME TASTY DETAILS

Some words and phrases are used so often they lose their meaning. Commonly overused words are *good, great, nice, really, very, a lot,* and *some.* You can often replace overused words with more descriptive ones.

Example: Luis did a **very nice** job on his report.
Luis did a **spectacular** job on his report.

Including adjectives, adverbs, and specific details can also improve your writing.

Example: His mom gave him **a reward**.
His mom gave him **a brand new basketball as a reward**.

Directions: Read the following paragraph. Then, rewrite the paragraph to make it more interesting; replace any overused words you see with more descriptive ones and add specific details wherever you can. Make the paragraph as exciting as possible without changing its meaning.

My brother, Terence, is a good cook. He makes some nice dishes. Last night, for example, Terence made dinner for the whole family. We had a salad with lots of things in it. Then, he brought out bread, beans, and spaghetti with meatballs. The sauce on the meatballs was really good. Everyone liked it a lot. After we ate, we were full. But we always know to save room for Terence's desserts. This time, he made a chocolate cream pie with all the trimmings. My mom was happy because she likes chocolate cream pie. Usually, dinnertime is the noisiest time of day at our house— but when Terence cooks, we're all too busy eating to say a word!

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AT THE CAR WASH

Directions: Rewrite each of the following sentences to include more adjectives and adverbs. The first one has been done for you.

1. My school held a car wash.

   My school held a huge car wash last weekend.

2. We were raising money for a new playground.

   _____

3. The playground we have now is too small.

   _____

4. The new playground will have two slides and a jungle gym.

   _____

5. It will also have separate swings for big kids and little kids.

   _____

6. I put soap on the cars at the car wash.

   _____

7. My best friend rinsed the cars off.

   _____

8. My older brother collected the money.

   _____

9. Many people came to the car wash.

   _____

10. It was a success.

    _____

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RUN-ON WRECK!

Run-on sentences are two or more sentences run together without a semicolon or conjunction.

There is usually more than one way to fix a run-on sentence. You can rewrite it as two or more separate sentences. You can insert a comma or semicolon. You might also insert a conjunction such as *and, but,* or *with.*

Directions: Rewrite each of the following run-on sentences in two different ways. The first one is done for you.

1. Sunday's Street Fair was very crowded, there were more than ten thousand people there.

   Sunday's Street Fair was very crowded. There were more than ten thousand people there./ Sunday's Street Fair was very crowded; there were more than ten thousand people there.

2. There were lots of booths set up they were on First Avenue and Second Avenue, too.

3. You could buy lots of things at the fair, there were clothes, videos, pet supplies, food, and more.

4. My best friend found a cute T-shirt it had a funny saying on it.

5. We had so much fun at the fair and now I can't wait until next year's!

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TRANSFORMATIONS!

When you combine sentences, make sure to use the correct punctuation. Also, make sure not to change the meaning of the sentences.

Directions: Circle the best combination for each set of sentences below.

1. *I like to use rabbits in my magic show. They are easy to take care of. Everyone likes them.*
   - I like to use rabbits in my magic show but they are easy to take care of; but everyone likes them.
   - I like to use rabbits in my magic show but they are easy to take care of because everyone likes them.
   - I like to use rabbits in my magic show they are easy to take care of everyone likes them.
   - I like to use rabbits in my magic show because they are easy to take care of and everyone likes them.
2. *Wanda has two sisters. Their names are Abra and Cadabra.*
   - Wanda has Abra and Cadabra; two sisters.
   - Wanda has two sisters; Wanda's two sisters are named Abra and Cadabra.
   - Wanda has two sisters named Abra and Cadabra.
   - Wanda's sisters are named Abra and Cadabra, and there are two of them.
3. *Abra is black. Oops, I mean, she is white!*
   - Abra is black—oops, I mean, she is white!
   - Abra is black oops I mean— she is white!
   - Abra is black oops I mean, she is white!
   - Abra is black so oops, I mean she is white!
4. *That means Cadabra is the black one. Probably.*
   - That means Cadabra is the black one and probably.
   - That means; Cadabra is the black one—probably.
   - That means that the one that probably is black is Cadabra.
   - That means Cadabra is probably the black one.
5. *The problem is keeping the rabbits straight. I always get mixed up!*
   - The problem is keeping the rabbits straight I always get mixed up!
   - The problem is keeping the rabbits straight and mixed up!
   - The problem is keeping mixed up and always get the rabbits straight!
   - The problem is keeping the rabbits straight; I always get mixed up!
6. *Maybe I should give them name tags. Then my magic tricks might turn out right.*
   - Maybe I should give them name tags, and then—my magic tricks might turn out right.
   - Maybe I should give them name tags but then my magic tricks might turn out right.
   - Maybe I should give them name tags; then my magic tricks might turn out right.
   - Maybe I should give them name tags after my magic tricks turn out right.

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PUTTING IT ALL TOGETHER

Directions: Rewrite this report on the lines below. Combine sentences where it makes the most sense. Remember: a sentence must include a noun and a verb and must express a clear thought.

Earthquakes occur. It happens when plates under the Earth's crust move. The plates bump. They bump against each other along fault lines. This causes the ground to shake violently. Some earthquakes can cause damage. They can especially cause damage to buildings. And earthquakes can kill and injure many people.

There is a scale called the Richter scale. This scale measures how strong an earthquake is. The worst earthquake was in the United States. It occurred on March 27, 1964. It occurred in Alaska. That earthquake measured 8.4 on the Richter scale.

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Conjunctions are words that join words or groups of words. Using conjunctions is a good way to combine sentences.

Example: My teacher will be there. My best friend will not be there.
My teacher will be there, **but** my best friend will not be.

Directions: Combine each pair of sentences below by using one of the conjunctions from the box. There may be more than one way to combine the sentences, and some conjunctions may be used more than once.

but	because	after	since	if
and	although	before	when	

1. Theodore Roosevelt was born on October 27, 1858. He died on January 16, 1919.

_____

_____

2. Roosevelt became vice president of the United States under William McKinley. McKinley was assassinated and Roosevelt became president.

_____

_____

3. As president, Roosevelt arranged for the Panama Canal to be built. He also resolved disagreements between big mining companies and their workers.

_____

_____

4. He set aside over 200 million acres of land for parks and nature reserves. He wanted to preserve America's natural resources for future generations.

_____

_____

5. Roosevelt ran for president again in 1912. He was defeated by Woodrow Wilson.

_____

_____

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GREAT COMBINATIONS

You can combine sentences by eliminating words that are repeated. When you eliminate words to put two or more subjects together into one sentence, you are making a **compound subject**. Make sure your subject agrees with your verb.

Example: **Lisa** went to soccer practice after school. **Tori** went to soccer practice.
Lisa and Tori went to soccer practice.

When you eliminate words to put two or more verbs together into one sentence, you are making a **compound predicate**.

Example: I **built** the birdhouse myself. I **painted** the birdhouse myself.
I **built and painted** the birdhouse myself.

Directions: Combine the following sets of sentences. Then, label each new sentence correctly with the words **compound subject** or **compound predicate** to tell which it contains.

1. My town just started a new recycling program. My town is asking everyone to participate.

_____

_____

2. We have to separate plastic, glass, aluminum, and paper. We have to put them all in different containers.

_____

_____

_____

3. My sister has the job of taking the containers out to the curb so the truck can pick them up. I have the job of taking the containers out to the curb so the truck can pick them up.

_____

_____

_____

4. The truck picks up the containers. Then, the truck takes the containers to a recycling plant in the next town.

_____

_____

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A LITTLE SUPPORT

Directions: Read the following article, and fill in the subject and the topic sentence. Then, fill in the supporting details and other details.

Have you ever seen a platypus? Platypuses are unusual creatures. First, they are strange-looking. A playtypus looks like several animals joined together; it has webbed feet like a duck, a flat tail like a beaver, and a long, furry body like an otter. It appears to have no neck. Even more unusual is that the platypus has a snout that looks just like a duck's bill, which it uses to hunt for the worms and bugs that it eats.

The platypus is also one of only two mammals in the world that lays eggs. A mother platypus may lay 2–4 eggs at a time; a group of baby platypuses is called a *clutch*. Platypuses burrow through banks of rivers and streams to make their homes. They are excellent swimmers and divers, and their senses of sight and hearing are unbelievably strong!

Subject of Passage: _____

Topic Sentence: _____

_____

Supporting Details: _____

_____

_____

_____

_____

_____

Other Details: _____

_____

_____

_____

_____

_____

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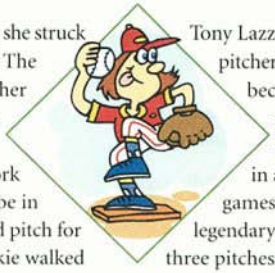
YOU'RE OUT!

Organizing your ideas and presenting them in a logical manner is an important step in creating a well-written report.

Directions: Rewrite the sentences in the correct order on the numbered lines below.

And she never forgot the day she struck out two of baseball's best hitters! The next batter was Lou Gehrig, another Yankee legend. As a publicity stunt, Jackie was hired to pitch in an exhibition game with the New York Yankees. Jackie struck out the Babe in just four pitches! However, she did pitch for several semipro teams. Then, Jackie walked Tony Lazzeri and was replaced by another pitcher. In 1931, 17-year-old Jackie Mitchell became the first woman to play men's professional baseball. Despite her talent, Jackie was not allowed to play in any more major-league baseball games. The first batter she faced was the legendary Babe Ruth. Jackie got Gehrig on just three pitches.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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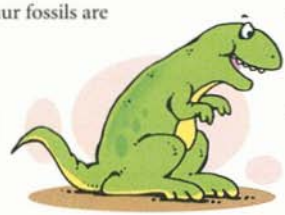
REPORT-A-SAURAS, PART 1

Directions: You are writing a report about dinosaurs. In each paragraph, you want to answer a certain research question. The following is a list of notes you took at the library. Write each piece of information under the paragraph it goes with.

- Dinosaurs roamed the earth for more than 180 million years, but they became extinct over 65 million years ago.
- By studying fossils, paleontologists can learn about the sizes of the different dinosaurs.
- Almost everything we know about dinosaurs comes from looking at fossils.
- Scientists who study dinosaur fossils are called paleontologists.
- Before paleontologists can study fossils, they must dig them from the ground and clean them very carefully.
- Then, the fossils can be taken to a university or museum and studied.
- By studying fossils, paleontologists can learn what the different types of dinosaurs ate.
- Fossils were formed from dinosaurs when their remains hardened into stone or were surrounded by mud or sand that hardened into stone.
- Fossils are formed over long periods of time from the bones, eggs, and other remains of dinosaurs.
- By studying fossils, paleontologists can learn how the different types of dinosaurs cared for their young.



First paragraph: When did the dinosaurs live?

_____

_____

Second paragraph: What are fossils, and why are they important?

_____

_____

_____

_____

_____

_____

_____

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REPORT-A-SAURAS, PART 2

Directions: Continue to write each piece of information from page 236 under the paragraph it goes with.

Third paragraph: What are paleontologists, and what do they do?

Fourth paragraph: What can paleontologists learn from looking at fossils?

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IT'S ALL A JUMBLE, PART 1

An **outline** is a plan of important ideas and information that a writer wants to include in a story, report, or article. Making an outline can help you organize your thoughts before you begin writing.

In an outline, each Roman numeral stands for a main idea. Capital letters underneath the Roman numerals set off phrases that support the main ideas. Numbers under the capital letters indicate information that supports the phrases.

Directions: Troy has prepared the following outline for his science report, "Life in the World's Deserts." Look at his outline.

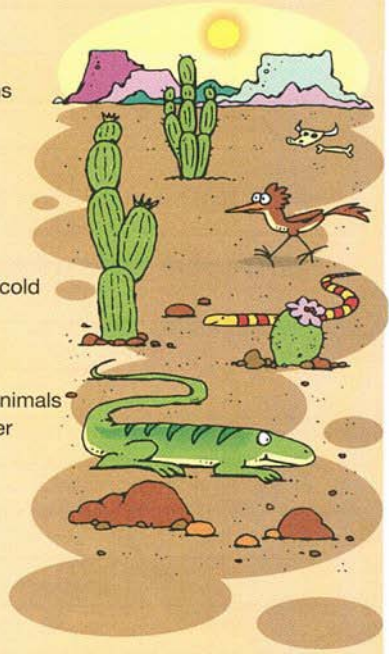
I. Introduction
- A. What is a desert?
- B. Where are the world's deserts located?
  - 1. "hot" deserts found in Africa, Asia, the Americas, and Australia
  - 2. "cold" deserts found in Asia and Antarctica
- C. Deserts are rich ecosystems

II. Desert Plants
- A. How they get water
  - 1. plants with intricate root systems
  - 2. plants with deep taproots
- B. How they store water
  - 1. in roots
  - 2. in leaves
- C. Some unusual desert plants

III. Desert Animals
- A. Where they find shelter from heat and cold
  - 1. underground
  - 2. under rocks and plants
- B. How they find food and water
  - 1. eating desert plants and other animals
  - 2. traveling long distances for water
- C. Some unusual desert animals
- D. Can people live in the desert, too?

IV. Threats to the World's Deserts
- A. Natural dangers
- B. Dangers posed by people
  - 1. habitat threatened by mining
  - 2. habitat threatened by farming

V. Conclusion
- A. Deserts contain wide variety of life that must be protected
- B. Things people can do to help protect our deserts



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IT'S ALL A JUMBLE, PART 2

Directions: Use Troy's outline to answer the following questions.

1. What are the five main sections of Troy's report?

2. What are the three main subsections of Troy's introduction?

3. What is the main idea or argument of Troy's report? What makes you think so?

4. What are two ways in which people threaten the desert habitat?

5. Troy has organized his notes and is getting ready to write his report. However, he has found that he doesn't have enough information for section IV, Threats to the World's Deserts. Which do you think is a better solution— to reorganize his outline and eliminate section IV, or to do more research? Why?

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GIVE ME ONE REASON

Directions: Place each line of information below in the correct spot on the outline. A few are already done for you. Check off the information as you use it.

I would be supervising other children	Program offers tutoring for younger kids
I would be working as a member of a team	Reading
To keep busy after school	Math
To help other children	Science
Program offers activities for younger kids	You wouldn't have to worry about me while you're at work
To gain responsibility	Arts and crafts
Program runs until 5:00	Playground games

Reasons I Should Join the After-School Program

I. To Help Other Children

A. _____

1. _____

2. _____

3. Math

B. Program offers activities for younger kids

1. Arts and crafts

2. _____

II. To Gain Responsibility

A. I would be supervising other children

B. _____

III. _____

A. Program runs until 5:00

B. _____

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THE THREE-ALARM OUTLINE

Directions: Read the following article. Then, fill in the outline below with points from the story. Remember: each subsection you fill in must answer the main question posed for that section.

On June 11, a terrible fire ripped through the old hat factory on Martin Street. For a short period of time the fire threatened a store nearby, but it was contained thanks to the local fire department.

It is believed that the fire started in a pile of rags that was too close to an old electrical outlet.

The fire started at around 9:30 in the morning and by 10:00 the whole building was in flames. It took nearly three hours for firefighters to extinguish the blaze.

Ms. Liza Smith, of 32 Martin Street, reported the fire at 9:45 when she smelled smoke. "I thought for a while that the smell was coming from my house, and I was very scared," she said. "But when I went outside to wait for the fire department, I realized that the smell was coming from across the street." It took nearly 20 firefighters to put out the blaze.

By the time the fire was out, the entire building was destroyed. Fortunately, no one was injured.

I. What happened?

A. _____

II. What was the cause?

A. _____

III. When did it happen?

A. _____

B. _____

IV. Who was involved?

A. _____

B. _____

V. What was the result?

A. _____

B. _____

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IT DOESN'T BELONG

Directions: In each paragraph, there is one sentence that doesn't belong. Circle the topic sentence, and underline the unnecessary sentence.

1. March is my favorite month of the year. I like March because you never know what to expect. Sometimes it snows. It usually rains a lot in April. Sometimes it can be very hot in March. March is the kind of month when anything can happen!

2. Yesterday, my mom and I planted flowers in our garden. My sister was at work yesterday afternoon. We planted daffodils, irises, and petunias. It was a lot of hard work, but I bet our garden will look great when all those flowers are in bloom!

3. We had an incredible thunderstorm last night! It rained so hard, it sounded like someone was playing drums on our roof. And the thunder was so loud, all the windows rattled. There was a lot of lightning too. During the storm, we heard a huge crash. I looked outside and saw a big branch had fallen next to the house. We were lucky it didn't hit anybody! It's not raining today.

4. Tomorrow, I will go to work with my dad for "Take Your Daughters to Work Day." My dad is the manager of a sporting goods store. My mom works in an office. I like going to work with Dad because it's never boring at the store. There is lots of sports equipment to play with and one of Dad's co-workers, Theresa, always plays catch with me on her break.

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HOLLYWOOD HOUND

Start a new paragraph every time you begin writing about a new idea or a new person begins speaking.

Directions: Lola Labrador is covering a movie premiere for *Hollywood Hound.* Help Lola organize her article into paragraphs by marking a paragraph indent symbol ¶ wherever Lola should start a new paragraph.

The air was full of wagging tails and excited barks when I arrived at the Canine Cinema. Tonight was the premiere of Hollywood's most eagerly awaited film, "Mission Impawsible." The crowd surged forward with an excited woof as the first long black limousine arrived. Out stepped Thandie Newfoundland, the beautiful female star of the film. Thandie looked stunning in a sparkly diamond collar with matching diamond bracelets on her paws, and diamond earrings glistening in the fur of each ear. "How do you feel about being in this movie?" I asked the pretty pooch. "Lola, it's a dream come true," she responded. "My tail's been wagging ever since my big chase scene with the exploding Frisbee." Suddenly, excited howls filled the air. Who should step out of a limo but the star of "Mission Impawsible" himself, Tom Chow! What a handsome dog he was, with his black leather jacket and muscular paws. "Got to run," Tom called as he hurried inside with a wave to his fans. "I need to get a big bucket of doggie treats before the movie starts!"

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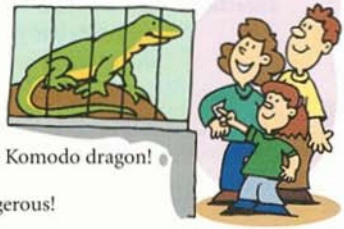
LOST IN THE ZOO

One good way to start a paragraph is with an attention-grabbing introduction. If you can, finish your paragraph with a conclusion that sums up the paragraph's main point.



Directions: Write an **I** next to each statement that could make a good introduction to a paragraph. Write a **C** next to each sentence that could make a good conclusion.

1. _____ What's big, scaly, and has a really bad temper? The Komodo dragon!

2. _____ As you can see, you don't have to be big to be dangerous!

3. _____ Would you know what to do if you came face to face with a wild animal? Read on for some helpful tips for your next wildlife adventure.

4. _____ So the next time you hear someone say dragons aren't real, tell them about the Komodo dragon—a living, breathing monster!

5. _____ Even though wild animals can be deadly, if you follow the steps I just mentioned, you can keep yourself safe in the wild.

6. _____ When you think of deadly animals, you probably think of sharks, lions, or grizzly bears; but the animal that has killed more people in history isn't one of these creatures! It's the lowly mosquito.

Directions: Now, write a paragraph about your favorite animal. Include an attention-grabbing introduction and a concluding sentence that sums up your main point.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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THE SCHOOL NEWSPAPER

There are many different kinds of paragraphs. **Persuasive** paragraphs try to convince the reader; **expository** paragraphs give information about a topic and contains facts, opinions, or both; **descriptive** paragraphs describe things or events in detail.

Directions: Read each paragraph. On the lines below each one, tell what kind of paragraph it is (**persuasive**, **expository**, or **descriptive**) and its main message. The first one has been done for you.

1. Yesterday after school, the principal met with the new advisory board. This advisory board is made up of three teachers chosen by the principal, and three students chosen by the student body. The board hopes to address problems within the school and find ways for students and teachers to work together to solve them.

   Descriptive; the principal met with the advisory board to find ways for teachers and students to work together to solve problems.

2. Is it just me, or is the cafeteria food getting worse? Yesterday's special looked and tasted like cardboard. We used to have pizza all the time, but now we hardly ever have it. I think it would be great if we could have pizza more often instead of that gross cardboard stuff.

3. I plan to vote for Chris McGuinness for class president. Why? Because he's honest and hard-working. Remember how great the Fall Fiesta Dance was last week? Chris did all of the organizing. If he can do such a great job planning a dance, just think of how good he'll be as our president!

4. Chase Dribble scored the winning basket for our team with an amazing three-pointer from center court. This last-minute victory means our school will be going to the state championships next Saturday!

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THE ART OF PERSUASION

A good **persuasive paragraph** contains several elements. It contains a **topic sentence** that tells the author's opinion. It contains **support sentences** that give the author's reasons for feeling this way; these sentences may include **examples** to support or prove the author's argument. Finally, it includes a strong **concluding sentence** that sums up the author's opinion.

Directions: Complete each sentence below to express your own opinion. Then, turn each one into the topic sentence for a persuasive paragraph.

1. The best thing to do when you're feeling down is _____

_____

_____

_____

_____

_____

_____

_____

2. The most fun day of the year is always _____

_____

_____

_____

_____

_____

_____

_____

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IN A BLINK

A **descriptive paragraph** contains a topic sentence telling who or what will be described. It also contains support sentences that introduce or give details about the topic, using specific examples.

Directions: Read this descriptive paragraph. Circle the topic sentence and underline the supporting sentences. If you see a sentence that does not relate to the main topic, cross it out.

Have you ever seen a firefly? The firefly is a type of beetle that is known for producing a yellowish or greenish light. All beetles have wings. The firefly produces light from a small organ on its abdomen called a lantern. The lantern contains special chemicals to make light. In most fireflies, the light blinks on and off; they actually use this to communicate with one another. When a male firefly blinks his light on and off, he is showing females that he is ready to mate. Female fireflies may blink their lights to show interest in mating, but sometimes they do it to trick male fireflies. A female firefly will blink her light at a male as if she wants to mate, but the joke's on him—she eats him instead! Female black widow spiders are known for killing their male counterparts.

Directions: Now, write a descriptive paragraph of your own. Describe anything you want— your favorite food, a friend, a game you like to play. Remember to include a topic sentence and supporting sentences.

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KEEPING IT CASUAL

You don't need to have a topic sentence or supporting sentences in every paragraph you write. When you write a letter or a diary entry, for example, you don't need to make a point and back it up in every paragraph. However, it's a good idea to start a new paragraph whenever you start talking about something new. This warns your reader that you will be changing the subject.

Directions: Write a diary entry to tell what you did yesterday. Include any important activities you did, thoughts or feelings you had, or plans you made. Make sure to begin a new paragraph whenever you introduce something new.

Date: _____

Dear Diary, _____

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PROMPT PARAGRAPHS

Writing prompts are comments or questions that get your imagination working. In school and on standardized tests, you will be asked to write paragraphs or short essays in response to writing prompts.

Directions: Respond to the writing prompts below by writing one paragraph to go with each. Make sure to include a topic sentence and supporting sentences in each paragraph.

1. What is your favorite genre of writing? Why?

2. If you could have dinner with any one of the American presidents, past or present, who would it be? Why? What would you say to him?

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PREWRITING PREDICAMENT

Prewriting is the process you go through before actually sitting down to write a story or report. There are several steps in the prewriting process.

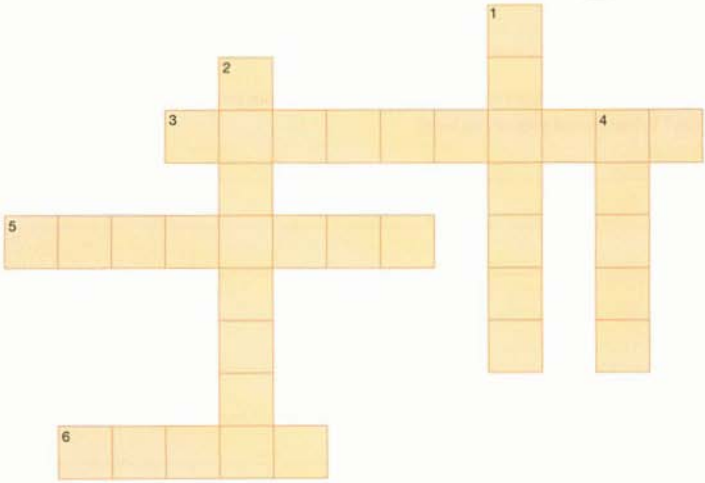
Directions: Solve the crossword puzzle.

Across

3. First, _____ for ideas.
5. If necessary, _____ for more information.
6. Take _____ on the information you need or details you will include.

Down

1. Make an _____.
2. _____ your notes into groups that make sense.
4. Now, you're ready to write a _____ draft of your report or story!



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PROOFREADING PUZZLER

Directions: Proofread the following article for capitalization, punctuation, grammar, and spelling mistakes. Use the proofreading symbols below to mark any mistakes you find.

delete	# space	lowercase
^ insert	b capitalize	¶ new paragraph
a e transpose		

What do a Saint Bernard, a Chihuahua, and a german Shepherd have in common? That's easy—they are all dogs! But why don't all dogs look alike Most terriers are small and low to the ground. Long ago, terriers were used to hunt rats and badgers. The dogs would follow the rats and badgers into their underground homes. Terriers are good diggers there small size helps them get into tight places.

Greyhounds are racing dogs. They run very fast. a greyhound's long legs help it run? Another part of this dog's body that helps it run is its lungs. Just look at the greyhound's large chest! This dog's lungs is large and can hold a lot of air.

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IT'S IN THE REVISION

Revising is the process of reviewing your work and making changes to improve your writing. Once you've finished the prewriting stage and written a rough draft, you should—

- reread your work and look for problems.
- correct spelling and grammar errors.
- watch out for wordy phrases.
- get rid of text that does not relate to your topic.
- make sure your writing is clear and interesting.
- if possible, ask someone else to read your first draft.
- write your final draft.

Directions: Revise the following story according to the steps shown above.

This year I had the best summer vacaton ever. My whole family went to Masachusets, where grandparents live. They live near the ocean on cape cod. While we were there we did a lot of fun stuff. My grand father taught me how to play chess, and I found out that I'm good at it. My little sister had day camp so I didn't have to watch her all day like I usually do in the summer. I took sailing lessons. My boat tipped over many times but I learned how to take the water out of the boat and get back on it. I hope I can go back to cape cod next summer!

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A MESSAGE TO YOU

Directions: Imagine that you are entering a writing contest. You will be writing a report about the Civil Rights movement and telling why it was important. Write the steps you will take to write your report, from the very first step to writing your final draft.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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SHOW AND TELL

There are two main kinds of descriptive writing: **narrative** writing uses imagery and figures of speech to describe someone or something. **Reports** describe someone or something with facts.

Directions: Read each item. Write **narrative** if you would be more likely to read it in a narrative. Write **report** in you would be more likely to read it in a report.

1. Jennifer stood 5' 10" tall and weighed 125 pounds. _____
2. Jennifer looks like a willowy tree blowing in the breeze. _____
3. The kitten was a whirling little ball of fluff. With delicate white paws and a white chest against the rest of her black fur, she looked like she was wearing a tuxedo. _____
4. The small, active kitten had fluffy fur. Her paws and chest were white, and the rest of her fur was black. _____
5. The temperature was 16 with 30 mile-per-hour winds. Snowfall was measured at 16 inches with drifts of four feet. _____
6. It was the worst storm I had ever seen. The wind was howling, it was wicked cold, and the snow was piled high and coming down fast. _____

Directions: Choose a topic that interests you. Write a paragraph about your topic in the style of a narrative or a report. Then, label your paragraph **narrative** or **report**.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Directions: One way to describe something is to compare it to something else. Read the following description of two dogs named Bruiser and Happy. Then, fill in the chart below with details from the description.

Bruiser and Happy are best friends. They are very much alike in some ways and very different in other ways.

Both dogs are very friendly. They are smart, too. Training each of them was easy. Both can do all the standard dog tricks—roll over, fetch, sit, stay, and bark on command. They both love to go in the car, especially to the park. At the park, they love to chase each other around and run after sticks. Both dogs love it when we cook out. They sit and watch the grill hoping for a little sample of meat.

Bruiser and Happy do have their differences. Obviously Bruiser is huge, while Happy is tiny. When Bruiser barks, it sounds like an explosion. Happy's bark is more a *yip* than a real bark. When Bruiser runs, you can feel the earth shake. He even scares some people. Happy is too little to scare anyone. In fact, my cat even scares him. Bruiser sleeps on the floor. But Happy sleeps in my bed. Sorry, Bruiser!

How Happy and Bruiser Are Alike	How Happy and Bruiser Are Different

Directions: On the lines below, write your own description of two things. Be sure to explain how they are alike and how they are different.

_____

_____

_____

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DESCRIBE IT!

Directions: You have just been the first person on Earth to see a space alien— shown at the right. It's very important that you give the most accurate description you can to the government investigators and reporters waiting to hear every detail. Take a good look. Then, write the most accurate description you can.

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HIRE ME!

Persuasive writing tries to convince the reader of something. When you write a persuasive essay, you must back up your opinions with facts.

Directions: A landscape company has advertised for a young helper to do yard work. Imagine that you are applying for the job. Read each pair of sentences, and circle the letter of the sentence that is more persuasive. Remember that in persuasive writing, you want to back up opinions with facts.

H. I am writing to apply for the job of yard work assistant because I am well qualified for it.
N. I want that job that you had in the paper.

O. I don't mind working if it's not too hot or raining.
I. I can provide references from two neighbors as to my skills and reliability.

W. I want to use those cool riding mowers.
R. I have used all kinds of lawn equipment and am eager to learn more.

E. I have been doing yard work since I was six years old.
A. I haven't done much yard work, but it doesn't look that hard.

Y. I can work mornings only, except for Tuesdays and Fridays and only if you let me know at least a week in advance.
D. I am ready to start and would be able to work any time you needed me.

Write the letters you circled to complete the following sentence.
If you wrote these sentences in a letter you would get _____.
Write the letters you didn't circle to complete the following sentence.
If you included these sentences in a letter, there is _____ you would get the job.

Directions: Look through the want ads in your local newspaper. Imagine you are an adult, and pick a job you would like to have. Jot down a few notes on the lines below. Then, on another sheet of paper, write a letter applying for the job. Include the education and experience that you might need to get the job.

_____

_____

_____

_____

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BACK IT UP!

Directions: Find a fact from **Column B** to back up each opinion in **Column A**. Write the letter that goes with each choice on the line.

Column A

1. _____ Many kids think the cafeteria food stinks.
2. _____ The cafeteria is crowded.
3. _____ The cafeteria serves unhealthy food.
4. _____ Safety is not a problem.
5. _____ Sixth graders are responsible about litter.

Column B

A. The seating capacity of the cafeteria is 150 kids per lunch period, yet it is now used by 200 kids each lunch period.

B. In a poll, 82% of sixth graders said they hate the cafeteria food.

C. Since this school is located in the middle of town, kids can go to stores to get lunch items without having to cross busy streets.

D. In the last three months, sixth graders have participated in three large recycling and community clean-up projects.

E. In the last month, 80% of hot lunch items were fried and greasy.

Directions: On the lines below, write a persuasive essay about something you would like to change about your school. Be sure to back up each opinion with a fact.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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LET'S TALK BUSINESS

Directions: Read the letter below. Then, write a reply as if you were Mr. Mechanic. Be sure to include all six parts of a business letter in your response: **heading, inside address, salutation, body, closing,** and **signature**.

999 Speedy Lane
Hot Dog, California 90102
February 29, 2000

Mike Mechanic, Chief Engineer
Superfast Bikes
1 Superfast Track
Boston, Massachusetts 01234

Dear Mr. Mechanic:

I am writing to tell you about what has happened to me since I ordered a Superfast Racing Bike from your company. The good news is that I have won three road races. None of my friends can keep up with me. The bad news is that I became the first kid in Massachusetts to get a speeding ticket for riding a bicycle. Imagine that! My dad had to pay $50! I'll be paying him off until Christmas.

I sure didn't like getting that ticket, but it gave me an idea. How would you like to use me and my ticket in an ad for the Superfast Line? Let me know. My agent will be happy to talk to your people about agreeable terms.

Sincerely,

Mickey Modest

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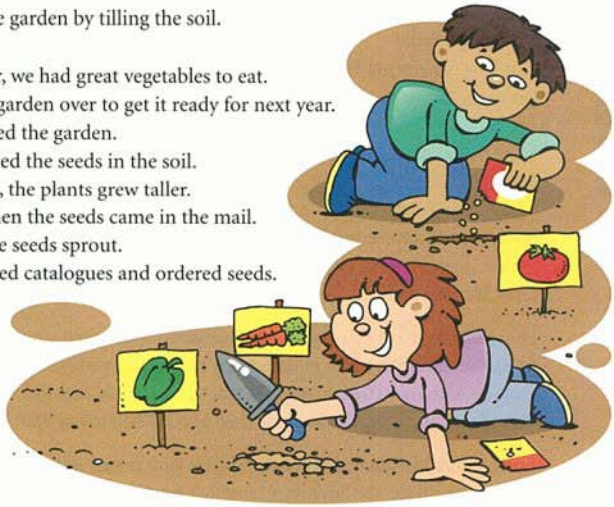
ORDER! ORDER!

Directions: Stories only make sense when they are told in the correct order. Read the following sentences. Then, rewrite them in the correct order as a complete paragraph.

1. In spring, we prepared the garden by tilling the soil.
2. Then, it rained.
3. By the end of the summer, we had great vegetables to eat.
4. In the fall, we turned the garden over to get it ready for next year.
5. All winter long, we planned the garden.
6. On a cloudy day, we planted the seeds in the soil.
7. In the hot sun of summer, the plants grew taller.
8. The snow was melting when the seeds came in the mail.
9. The spring rain helped the seeds sprout.
10. We looked through the seed catalogues and ordered seeds.



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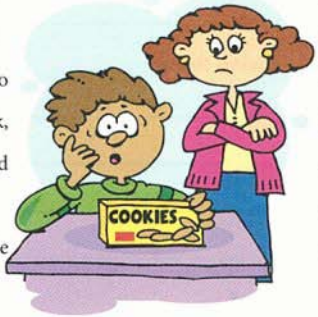
NOT MY FAULT!

Directions: Drummer Billy Whines didn't show up for band rehearsal. Read the tale Billy told to his band director to explain why. Then, go back and circle each cause and underline its effect. Note: not every sentence has a cause and effect.

You'll never guess what happened to me yesterday. Believe it or not, I missed rehearsal because my Mom forgot to put my favorite cookies in my lunch box. I have to have those cookies. So I left school at lunchtime and ran to the store to get the cookies. When I came back, the hall monitor Mr. Warden asked for a pass or a reasonable explanation. I told him about the cookies, and he sent me to the assistant principal. The assistant principal was about to send me back to class when I told him about the cookies. Instead he gave me detention.



I showed up at detention and told Ms. Sitdown, the aide, that I had to go to band. She said I could go in a minute. But then she caught me eating my last cookie and made me stay. So you see, it wasn't my fault—it was the cookies!

Directions: On the lines below, write a paragraph about something that happened to you and tell why it happened.

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INDUSTRIOUS ILENE

Directions: Ilene doesn't mind doing chores, but she likes to get organized before she starts them. Help Ilene by putting the items from the list into sensible order in the correct categories.

- stack magazines on coffee table
- mop kitchen floor
- sweep kitchen floor
- put clean dishes away
- mow grass
- vacuum living room
- dust furniture
- water grass
- put dirty dishes in dishwasher
- pick up baby toys from lawn

Kitchen

_____

_____

_____

_____

Living Room

_____

_____

_____

_____

Yard

_____

_____

_____

_____

Directions: On the lines below, make a list of the chores you have at home. Organize your list to show the place in which you do each chore and the order in which you do them.

_____

_____

_____

_____

_____

_____

_____

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TAKE A MESSAGE

Directions: You just accidentally erased three messages for your sister from the answering machine. Fortunately, you did listen to them first. Read each message. Write a short sentence to summarize each one. Then, your sister may not be completely mad at you.

1. Hi! This is Amber. The mall is really great. Sales everywhere. I'm sure to check it out tomorrow with Gwen and Laura. Want to come? Two sharp. See ya then!

_____

_____

2. Laura here! Headlines! Who aced the math test, thanks to help from her very best friend? You saved me big time! Love ya!

_____

_____

3. Hi . . . uh. . . this is Derrick. . . . uh, you know, I sit by the window in science class. I wanted to know . . . um . . . if you like Leonardo DiCapital movies. A bunch of us are going on Friday. What about it? OK, bye. Uh . . . oh, yeah. I'll call you back. Bye.

_____

_____

Directions: Talk to your family members about taking phone messages. What are the important details that must be included in phone messages? What details do you want them to include in messages they take for you? Write your ideas here.

_____

_____

_____

_____

_____

_____

_____

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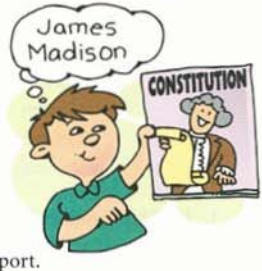
WHERE DO I START?



To start a **research report**, you can use these steps.

1. Choose a topic area.
2. Brainstorm ideas.
3. Identify the specific topic you want to write about.
4. Identify possible reference sources.
5. Find the sources and take notes from each one.

Directions: Read about what one student did to start a research report. Draw a line matching each sentence in **Column A** to the correct step from **Column B**.

Column A

1. I want to write a report about a famous American.
2. Let's see: presidents, entertainers, athletes, business people . . . I think I'll choose a famous president.
3. I don't know much about President James Madison. I think I'll choose him.
4. There is a good article about James Madison in my encyclopedia.
5. Madison had an important role in the writing of the U.S. Constitution before he became president.

Column B

A. Find the sources and take notes from each one.

B. Choose a topic area.

C. Identify possible reference sources.

D. Brainstorm ideas.

E. Identify the specific topic you want to write about.

Directions: Think of a topic that you would like to research and report on. Write what you would do to brainstorm and find information for your report.

_____

_____

_____

_____

_____

_____

_____

_____

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WHAT DO I NEED TO KNOW?

Directions: Asking the right questions is a big part of writing a successful research report. Read this paragraph about President James Madison. Which of the questions on the list can you find answers to in the paragraph? Underline those questions.

James Madison was born in Virginia in 1751 and died in 1836. As a young man he married Dolley Payne Todd. He eventually became the fourth president of the U.S., serving from 1809–1817. He was elected to serve after his good friend Thomas Jefferson, who was the third president. Madison was a congressman, secretary of state, and president, but he is most famous for his work in writing the U.S. Constitution and the Bill of Rights. He believed in political and religious freedom for all Americans.

1. When was Madison born?
2. When was Madison president?
3. What games did Madison like to play when he was a kid?
4. What school did Madison go to?
5. What did Madison do before he became president?
6. What were his greatest accomplishments?
7. Why is he considered an important American?
8. What were his favorite TV shows?
9. Who were some of his friends and political allies?
10. Why did Madison support the Bill of Rights?

Directions: Think about the research topic you picked on the previous page. On the lines below, write a list of good research questions to ask about it.

_____

_____

_____

_____

_____

_____

_____

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NOTE THIS!

Directions: Mr. Dizzy is ready to teach a lesson on note-taking, but he has scrambled the index cards containing the main points of his lesson. Read the note cards. Circle the ones that belong in the lesson on note-taking.

Summarize main ideas.

Record supporting ideas and link them to main ideas.

Use abbreviations whenever possible.

Review your notes soon after taking them to fill in any missing ideas.

The idea is to take as many notes as possible.

Write down every word.

Listen for main ideas.

Discard notes after taking them.

Make sure you can read what you are writing.

Write slowly and neatly in your very best handwriting.

Directions: Find a reference book that has information on the topic you chose on page 264. Use the tips you underlined above to take notes. Write your notes on the lines below.

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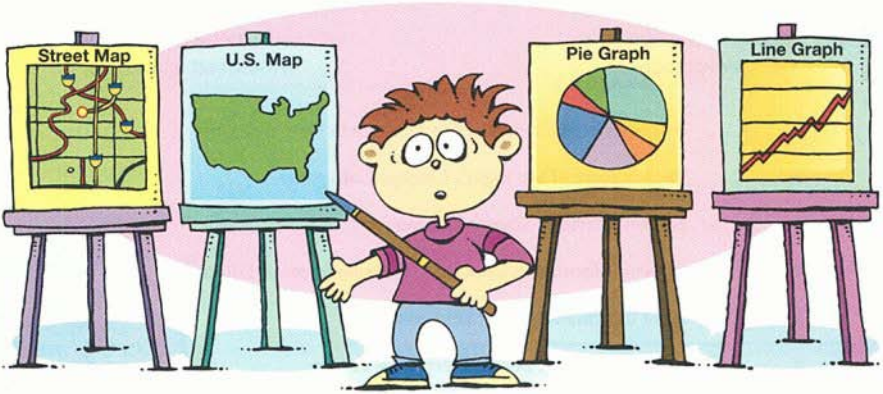
VIVID VISUALS

Visuals such as maps, graphs, and charts can often explain something better than words can. The key is to know which visual to use to best explain your point.

Directions: Victor Visual has lots of visuals to choose from. He's just a little confused about which one to use for each topic. For each of the topics listed, write the name of the best visual to use.



1. _____ to explain how to get from school to Victor's house.
2. _____ to show Victor's height from first grade to sixth grade.
3. _____ to show which states border the Pacific Ocean.
4. _____ to show the favorite ice cream flavors of sixth graders.
5. _____ to point out the location of the Mississippi River.
6. _____ to tell the number of yucky lunches served in the cafeteria each month for 10 months.
7. _____ to tell the percentage of sixth graders that take each bus route.
8. _____ to show the route taken by Victor's school bus.

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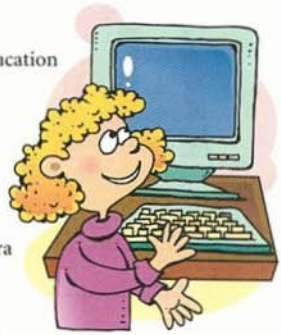
INTERNET INQUIRY

The Internet is like an entire research library right inside your computer. You must know how to use the Internet properly to get the most out of what it has to offer.

Directions: Match each research subject with the Web site where you could find related information.

A. www. britannica.com (encyclopedia)	F. www.ibm.com
B. www. bostonsymphony.org	G. www.stanford.edu
C. www.nytimes.com	H. www.metmuseum.org
D. www.foxsports.com	I. www.benandjerrys.com
E. www.ed.gov	J. www.weather.com

1. _____ paintings in the Metropolitan Museum in New York City
2. _____ the box score of last night's Chicago Cubs game
3. _____ courses offered at Stanford University
4. _____ current information from the U.S. Department of Education
5. _____ latest information about IBM computers
6. _____ current flavors of Ben and Jerry's Ice Cream
7. _____ information about the first Moon landing
8. _____ upcoming concerts by the Boston Symphony Orchestra
9. _____ the weather today in Atlanta, Dallas, and Seattle
10. _____ information about yesterday's speech by the president



Directions: If you have access to the Internet, check out three of the Web sites above. On the lines below, write a sentence for each site to summarize the kinds of information you found there.

_____

_____

_____

_____

_____

_____

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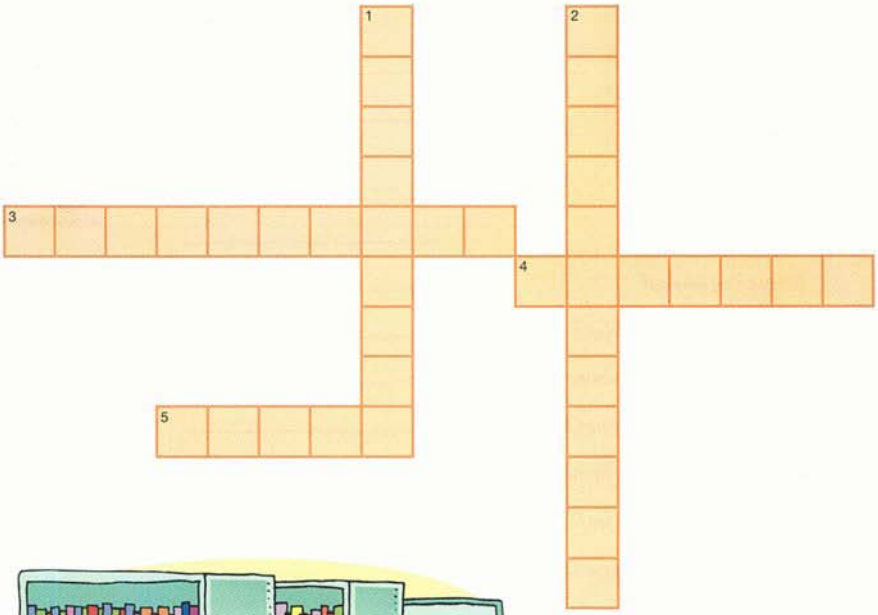
LOOK IT UP!

A **dictionary** gives word definitions and pronunciation.
A **thesaurus** provides synonyms and antonyms for words.
An **encyclopedia** has information on most subject matter.
An **almanac** contains information about recent events.
An **atlas** has maps and population information.

Directions: To complete the crossword puzzle, figure out which reference source you would use to find the information described in each clue.



Across

3. the definition of *verbose*
4. the results of last year's election for governor
5. countries bordering on China

Down

1. a synonym for *variable*
2. information on dinosaurs

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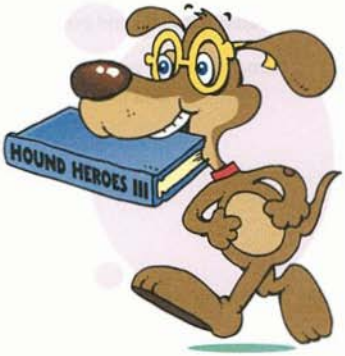
LIBRARY LANE

Directions: Unscramble the words in the box below. Each one is the name for one of the sections of your local library. Then, look at the list of books. Next to each one, write the section of the library where it would be located.

nitofniocn	_____
freerceen	_____
noticif	_____
ciolasredip	_____



Book Titles:

Encyclopedia of Dogs _____

Hound Dog Journal _____

Private Eye Pooch—A Novel _____

The Old Dog's New Almanac _____

Marvelous Mutts—Doggie Olympic Heroes _____

Tough Mutts, A Doggie Romance _____

Sit! Stay! Dog Training for Dodos _____

Grr! Bark! Woof! A Doggie Thesaurus _____

The Hooperville Daily Hound _____

Wonderful Working Dogs _____

The Complete List of Dog Names _____

The Mongrel Monthly _____

Raising Happy Puppies _____

The Poodles Play Ping-Pong _____

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MAGAZINE MATERIAL

Magazines can be useful sources of information for research reports. When you use a magazine, you need to know how to write it correctly in your bibliography. The following information is important to include in your citation: author, article title, magazine title, magazine date, and pages the article is located on.

Directions: Mary Magazine is a very careful student. She is writing a report about aliens, and she has found a magazine article to use as a source. Use Mary's source to answer the questions below. Circle the letter of your answer.

Nokidding, Joe. "Famous People Who Are Actually Space Aliens." Unreal Truth June 2000: 36–54.

1. The title of the article is
   (a) Joe Nokidding
   (b) Famous People Who Are Actually Space Aliens
   (c) Unreal Truth
2. The name of the magazine is
   (a) Joe Nokidding
   (b) Famous People Who Are Actually Space Aliens
   (c) Unreal Truth
3. The author of the article is
   (a) Joe Nokidding
   (b) Famous People Who Are Actually Space Aliens
   (c) Real Truth
4. The article is on pages
   (a) 2000
   (b) 36–54
   (c) 2
5. The date of the magazine is
   (a) 2000
   (b) June 2000
   (c) June
6. What punctuation mark follows the date?
   (a) comma
   (b) period
   (c) colon

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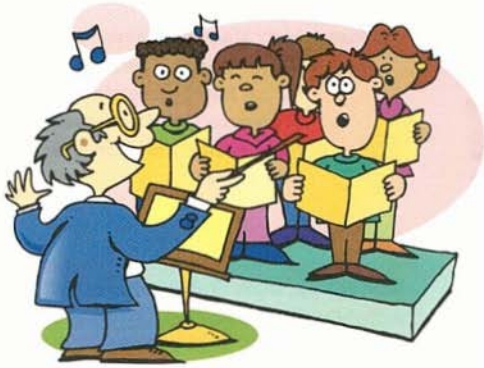
CHORUS PROGRAM

Directions: Mr. Musichead is tired of his kids complaining about the chorus music. This year, he decided to let the kids vote on what kind of music they should perform. Look at the results of the election and enter the votes on the chart.

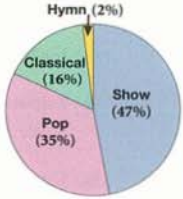
Of 100 fifth graders:
45 chose pop tunes
35 chose show tunes
18 chose classical pieces
2 chose hymns

Of 95 sixth graders:
40 chose pop tunes
40 chose show tunes
10 chose classical pieces
5 chose hymns

Of 105 seventh graders:
55 chose show tunes
30 chose pop tunes
20 chose classical pieces



	Pop	Show	Classical	Hymn
Fifth Grade	_____	_____	_____	_____
Sixth Grade	_____	_____	_____	_____
Seventh Grade	_____	_____	_____	_____
Total	_____	_____	_____	_____



Directions: Use the chart to help you write each type of music in the correct place on the pie chart. Then, answer the questions.

1. Which grade liked pop tunes the most? _____
2. Which grade liked classical music best? _____
3. How many students voted altogether? _____
4. How many students altogether voted for show tunes? _____
5. How many more seventh graders preferred pop tunes to show tunes? _____

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When using the Internet, it is important to be able to tell which sites are reliable and contain accurate information.

Directions: Connie Confused is looking for information about the early frontiersman, Daniel Boone, on the Internet. Help Connie by underlining the Web sites you think might contain relevant and reliable information.

1. the Daniel Boone page of the University of Kentucky Library Web site
2. home page for Daniel Boone High School
3. Danny Loone's own Daniel Boone-themed Web site
4. an article on Daniel Boone from the American Heritage Articles on Frontiersman Web site
5. the home page of the Daniel Boone Coin Club
6. the Daniel Boone page of the Kentucky Historical Society Web site
7. a Web site containing Mrs. Bea Quiet's 5th grade class reports on Daniel Boone
8. the Realsmart family home page containing Timmy Realsmart's research report on Daniel Boone for Mrs. Bea Quiet's 5th grade class

Directions: The Internet makes doing research convenient, but sometimes you must use other resource materials to find your information. Name at least two other sources, besides the Internet, where you might find reliable information for a report on Daniel Boone.

_____

_____

_____

_____

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WHERE IN THE WORLD?

Sometimes the author of a story doesn't come out and tell you exactly where the story is set. You have to use context clues to figure it out.

Directions: Read each of the story excerpts below and try to guess where each one is set. Underline the clue words that helped you make your guess.

1. The noise was getting louder and louder. Maggie looked out the window just in time to see the wing lift up towards the sky. She held on to the metal arm rest. That's when Maggie's mother looked over and noticed the nervous look on her face. "Don't worry, dear. We'll be home in no time."

   Where is this story set? _____

2. Percival knew he was lost. "Darn!" he mewed to himself. He had wandered away from the yard again. Suddenly he heard children shouting and laughing—they sounded just like Tommy when he was playing with his friends. Percival had heard sounds like this coming from outside the yard, but he never knew where they came from. Then, he saw a big group of girls swinging on a big metal thing with bars. Nearby was a little boy sitting on a seat that swung back and forth in the air. "Hey, Percy, how did you get over here?" the little boy cried. It was Tommy!

   Where is this story set? _____

3. The worm burrowed farther into the pink stuff. This was a major discovery! What a nice, cool place to stop for a snack on a hot day! All around him was sweet, wet fruit. He spotted a hard, black thing and thought it was an ant or maybe a fly, but then he realized that it was more like a little rock. Then, he saw more of them. Oh well, they seemed harmless enough. Finally, he was full and decided to make his way back out of the tunnel he'd created. This green thing he'd discovered sure would feed a lot of worms!

   Where is this story set? _____

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A REAL CHARACTER

What characters say can tell you a lot about what they are thinking and feeling. What can you tell about this character from what she says?

Lucy's lunch tray slid out of her hands. Now there was macaroni and cheese all over the floor. Some of the other kids started to laugh.

"Oh, well," laughed Lucy, "At least I didn't spill it all over myself!"

Directions: Read what happens to the following characters. Then, write what each one might say. Try to show what each character is like through his or her words.

1. Louie and Adam were getting ready for school. Louie was taking an extra long time deciding which shoes to wear. Adam urged him to hurry up. As the brothers walked out the front door, the school bus passed by. Now, they'd have to walk to school. Adam was furious, and Louie knew it.

   Louie said: _____

   _____

   Then, Adam said: _____

   _____

2. Carlos was nervous; he had been practicing his 50-yard-dash for weeks, but he knew that he'd have to run faster than usual if he wanted to qualify for the regional track meet. Coach Lee came to give Carlos a pep talk. He smiled at Carlos and put a hand on his shoulder.

   Carlos said: _____

   _____

   Then, Coach Lee said: _____

   _____

3. Princess Zobar looked at the queen. How could she tell her mother that she didn't want to marry Sir Edwin? She thought about how he was bossy and had no sense of humor, how he only wanted to marry her so he could be king someday. Yes, she resolved, I must tell my mother how I feel, no matter how angry she gets.

   Princess Zobar said: _____

   _____

   Then, the queen said: _____

   _____

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NAME THAT THEME

A **theme** is the main subject or idea of a piece of writing.

Directions: Read each paragraph carefully. Then, write the theme of each paragraph on the lines underneath.

1. Millions of immigrants came to the United States around the turn of the 20th century. These men, women, and children suffered many hardships. They endured long ocean journeys on crowded ships. When they arrived in the United States, they usually had little money, and many could not speak English. These immigrants worked hard and helped each other. They were determined to build better lives for themselves and their children.

_____

_____

2. Cheryl picked up her new puppy. She was careful not to hurt the tiny creature. She knew she would have to give it food and water and walk it every day, but she also knew the dog would need lots of love. Cheryl stroked its furry head and kissed its nose. Then, she promised, "I'll take good care of you!"

_____

_____

3. Studies say that children do not get enough exercise. This lack of exercise is caused by many factors. Children watch a lot of TV. They also play more computer and video games than in the past. Also, many schools have eliminated recess and gym class. That means children don't get the chance to exercise during the school day. But exercise is important for both physical fitness and mental alertness. We need to find a way to get up and move!

_____

_____

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ALL TOGETHER NOW . . .

These are the important elements of a story: **characters, setting** and **theme**. These are the major parts of a story's plot: the **background, conflict, rising action, climax, resolution**, and **falling action**.

Directions: Think about the last fiction book you read. Fill in the chart with the important elements of the story.

Title: _____

Main Characters: _____

Setting: _____

Background: _____

_____

Conflict: _____

_____

Rising Action: _____

_____

_____

Climax: _____

_____

_____

Resolution: _____

_____

Falling Action: _____

_____

Theme: _____

Would you recommend this book to a friend? Tell why or why not. _____

_____

_____

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IT'S LIKE . . .

A **simile** compares two different things and states the comparison directly by using the word *as* or *like*.

Example: The pile of laundry was *as high as a mountain* by the time our washer was fixed.

Directions: Underline the simile in each sentence. The first one has been done for you.

1. After staying up all night to study for her big test, Sarah looked like a lifeless plant.
2. When it came time to sing at choir practice, she sounded like a cat screeching at the top of its lungs.
3. But she still looked as pretty as a flower.
4. Fortunately, she felt as good as new after a short nap in the afternoon.
5. That's why she was able to run like the wind at track practice that evening.
6. Of course she was as hungry as a horse come dinnertime, after such a long day.
7. Sarah slept like a rock that night.
8. She was as happy as a clam to find out the next day that she got a "B" on her test!
9. No one would have ever guessed that she had studied like a maniac for it.
10. But Sarah resolved that she would never again wait until the last minute to study; like clockwork, she would study a little bit each night for the entire semester.

Directions: Now, write five similes of your own. Don't forget to include *like* or *as* in each one.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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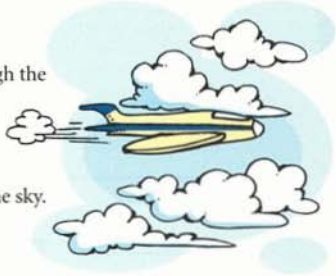
COMPARED TO WHAT?

A **simile** compares two different things and states the comparison directly by using the word *as* or *like*. A **metaphor** makes a comparison without stating it directly.

Example: The basketball player was *a tower* next to his other teammates.

Directions: Underline the metaphors in the following sentences. The first one has been done for you.

1. The airplane was a bullet in the sky.
2. From the plane, the river was a silver ribbon winding through the landscape.
3. The clouds were ghostly battleships sailing across the sky.
4. The snow-capped peaks were ice cream cones jutting into the sky.
5. The sunset was a bonfire in the sky.
6. The plane's shadow was a giant bird skimming effortlessly across the farm fields below.
7. Chicago was on fire with lights as we approached the airport at dusk.
8. The exciting city was a breath of fresh air to us folks from the country.



Directions: Now, write five metaphors of your own.

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WHICH IS WHICH?

Directions: Label each sentence **simile** or **metaphor**.

1. _____ There was no use trying to help Rachel with her problem; all she did was bark at me.
2. _____ The neighbors' music was so loud that we felt like we were at a rock concert.
3. _____ The breeze was like a cool drink on a hot day.
4. _____ After a few days, the house was a work of art.
5. _____ The chair looked ugly, but it was as comfortable as a worn shoe.
6. _____ The blueberries we picked were precious jewels of sweetness.
7. _____ Karen smelled like a bouquet of flowers in the springtime.
8. _____ Grandma's pie tasted like a slice of heaven.
9. _____ "Stop being such a couch potato and do something with your day!" her mom cried.
10. _____ The house was a train wreck on stilts.
11. _____ Mike has a hard exterior, but on the inside he's all cream cheese.
12. _____ The terrible smell, which was as foul as rotten eggs, hit us as soon as we walked through the door.
13. _____ My little brother is the family policeman; he opens his mouth whenever he notices someone doing something they're not supposed to.
14. _____ I was prepared to babysit for Belinda's two brothers, but when she showed up with a whole army of kids, I had to put my foot down.
15. _____ Don't let his innocent looks fool you; he's as sly as a fox.

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CALLING ALL IDIOMS

An **idiom** is a word or phrase that has taken on a different meaning than its actual one. Some idioms are so common that we don't even think about them. The expression "putting your foot in your mouth," for example, means saying something embarrassing or stupid.

Directions: Underline the idioms in the following sentences. The first one has been done for you.

1. You're lucky you keep winning, but <u>don't push your luck</u>.
2. My dad called me on the carpet after viewing my report card.
3. We're all in the same boat here!
4. Jared was putting me on.
5. By a vote of 8-3, the board turned down the proposal.
6. Since Mr. Smith was absent, they asked Ms. Nakano to fill in.
7. We ran into Nicki and Sammy at the fair.
8. The pizza at City Pies is out of this world.

Directions: Write a sentence using each of the idioms from the box:

break down	grow up	set up	run down
strike out	bottle up	shake down	check out

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ANALOGIES, PART 1

An **analogy** compares two or more pairs of things.

Example: **Eye** is to **seeing** as **ear** is to **hearing**.

When you are asked to complete an analogy, you must fill in a word that's missing. To do this, you should figure out the relationship between the first pair of words. Then, try to complete the second pair with a word that shows the same relationship.

Directions: For each of the word pairs below, write a sentence to describe their relationship. The first two have been done for you.

1. hot day and lemonade Lemonade is good to drink on a hot day.
2. car and driver The driver is the person who steers a car.
3. slice and pie _____
4. big and small _____
5. delicious and tasty _____
6. air conditioner and cool _____
7. nickel and 5 cents _____
8. staples and attach _____
9. raspberries and red _____
10. orange and peeled _____

11. bird and feathers _____
12. french toast and bread _____
13. United States and Washington, D.C. _____

14. hot and burn _____
15. triangle and three sides _____

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ANALOGIES, PART 2

Directions: Look back at each sentence you wrote on page 282. Think of another pair of words that has the same, or almost the same, relationship. Then, write the original pair of words and your new pair of words as an analogy. The first one has been done for you.

1. Hot day is to lemonade as cold day is to cocoa.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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FILL IN THAT BLANK!

Directions: Complete each analogy below. The first one has been done for you. For some analogies, there may be more than one possible answer.

1. Grass is to lawn as tree is to forest
2. Apple is to fruit as spinach is to _____
3. Swimming is to summer as sledding is to _____
4. Shovel is to digging as scissors is to _____
5. Hospital is to nurse as school is to _____
6. Kind is to mean as happy is to _____
7. Thrilled is to delighted as unhappy is to _____
8. Lettuce is to green as carrot is to _____
9. Breakfast is to morning as lunch is to _____
10. Practice is to recital as study is to _____
11. Tires are to rubber as magazine is to _____
12. Astronaut is to space shuttle as pilot is to _____
13. Bread is to moldy as fruit is to _____
14. Ruler is to measure as scale is to _____
15. Spanish is to Spain as British is to _____

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A VERY SPECIAL RELATIONSHIP

Directions: Write your own analogies to compare word pairs with the following relationships. Remember to include the words "is to" and "as" in your analogies. When you're done, cover an item from each analogy, and have a friend or family member solve them!

1. part and whole

_____

2. object and what it's made out of

_____

3. worker and workplace

_____

4. word and its opposite

_____

5. word and another word with the same meaning

_____

6. sporting equipment and sport it's used with

_____

7. animal and the sound it makes

_____

8. book and its main character

_____

9. type of coin or bill and person who appears on it

_____

10. inventor and invention

_____

11. number and its Roman numeral

_____

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MORE MEANINGS

If you look in the dictionary to find the definition of a word, you will find its **denotative** meaning. But words also have **connotative** meanings, the other words or feelings that you associate with them. *Persistent* and *stubborn*, for example, have very similar denotative meanings. But *persistent* has a positive connotation while *stubborn* has a more negative one.

Directions: Draw lines to connect the words with similar denotative meanings. Then, put a **P** next to the words with positive connotations and **N** next to the words with negative connotations. Use a dictionary to find definitions for any words you don't know.

___ look	scrawny ___
___ slender	childish ___
___ cheap	pig ___
___ smart	ask ___
___ demand	inexpensive ___
___ garbage dump	fight ___
___ youthful	nerdy ___
___ sweat	stare ___
___ smell	stink ___
___ well-cooked	waste storage facility ___
___ unusual	petite ___
___ puny	weird ___
___ swine	perspire ___
___ hungry	starving ___
___ debate	burnt ___

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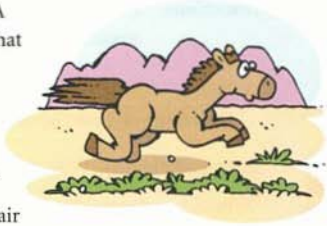
STRONG WORDS

Connotation is not just about positive and negative meanings. A word can also be stronger, or more specific, than another word that means the same thing.



Example: The horse **ran** across the field.
The horse **galloped** across the field.
Gallop has a stronger connotation than **ran** does.

Directions: Circle the word or words from each underlined pair that has the stronger connotation.

1. The batter ran/hustled down the line to first base.
2. The pitcher fired/threw the ball to the first baseman.
3. The umpire said/bellowed, "Y'er out!"
4. But as soon as the second hitter was at home plate, a hit soared/flew over the wall for a home run.
5. The crowd went wild/cheered.
6. Then the sky turned dark/threatening.
7. The wind started to blow/howl.
8. Thunder crashed/sounded overhead.
9. The umpire called/shouted, "Time out!"
10. Players raced/came off the field.
11. Fans moved/scrambled for cover to get out of the rain.
12. Some of the spectators still got soaked/wet.
13. Fortunately/Miraculously, the rain stopped after five minutes and everyone returned to their seats.
14. In the end, the home team had one of their best games of the season, winning with a good/spectacular score of 12 to 1.
15. The spectators may have been soggy, but they all agreed it had been a fun/thrilling game.

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WHAT'S THE STORY?

Directions: Read the following story from start to finish. Then, go back and circle the word from each underlined pair whose connotation fits better with the story.

Lorena burst into her brother's room unhappily/angrily. "There you are," she said/cried. "Why did you borrow/steal my favorite sweatshirt?"

"Don't be mad/freak out. I didn't think you would care so much. If it's that important to you, take your unattractive/ugly sweatshirt back!" sneered Carlo.

"Ugh! You're a total jerk/mean person," Lorena said, trembling. "I'll make you sorry/regret your actions."

The next day, Carlo couldn't find his baseball glove. Then, he remembered what Lorena had said the night before. He was furious because he needed that glove for baseball practice. He searched all over the house for his sister but couldn't find her anywhere. He finally found her—and his missing glove—in the yard playing baseball with their neighbor, Cathy.

"Hey, you took my baseball glove. That's not fair/not very nice!" Carlo said loudly/shouted. "I had to look all over for it and now I've missed baseball practice."

"I told you you'd regret stealing my 'ugly' sweatshirt. It's no fun when someone takes your stuff/belongings without asking," said Lorena.

"Okay, okay, I get your point. But I still wish you wouldn't have taken my glove. It's not fair to my teammates that I should miss practice just because we're having a dispute/fight. I'm totally betraying them/letting them down."

"You're right," said Lorena. "I was just so dissatified/mad when you took my shirt. Let's not take each other's stuff without asking anymore."

Then, Cathy chimed in/butted in, "Hey, I have an idea. Since Carlo missed baseball practice, maybe he should play baseball with us!"

Lorena and Carlo agreed, and the three played baseball until dinnertime.

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IT'S HOW YOU MEAN IT

Directions: Can you tell the difference between a word's connotation and its denotation? Read the following passage. Then, answer the questions at the bottom of the page to find out.

Have you ever heard the music of Wolfgang Amadeus Mozart? You probably have, even if you don't realize it. More than 200 years after his death, Mozart's music is still treasured by millions of people all over the world.

The son of an accomplished piano teacher, Mozart was born in 1756 in Austria. By all accounts, Mozart was an exceptionally gifted child. He learned to play the harpsichord by the time he was four years old and was composing music by the age of five. The piano was his favorite instrument, and he studied it very closely with his father. Over the course of his life, however, he wrote music for other instruments, for string quartets, singers, and even for entire orchestras.

Much of Mozart's music is still enjoyed by people today. He tried to convey different moods in the pieces he wrote; in one famous opera (*The Magic Flute*), for example, the joyous music casts a magic spell on its listeners. On the other hand, his *Symphony in G Minor* is dark and foreboding. And his final work, *Requiem*, was actually written to accompany a funeral ceremony. You can imagine what the mood of that piece is like!

Mozart died in 1791, probably of typhoid fever. However, he accomplished a tremendous amount in his short life. Many of his most famous works were composed during the five years before he died. He remains one of the most beloved composers of all time.

1. Tell what the words *exceptionally* and *very* denote. Which word has a stronger connotation?

_____

_____

2. Tell what the word *funeral* denotes. Then, tell the connotation of this word.

_____

_____

3. Choose a word from this passage. Then, name at least two other words with similar denotations that the author could have used instead.

_____

_____

4. Now that you've read this passage, what does the name Wolfgang Amadeus Mozart connote for you?

_____

_____

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DOGGIE TALK

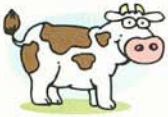
Personification is when a plant, animal, or nonliving thing is described as or acts like a person.

Example: The wind whispered in my ear.
"I'd love to take a dip in that pool," thought Poodle.

Directions: Underline all the examples of personification you can find in the following paragraph.

The park was beautiful. The flowers smiled happily. The grass was green and beautiful. Dogs chatted with each other as they gaily chased balls under a smiling, sunny sky. Little kids played happily in the playground. Even the birds were delighted on this fabulous spring day. As people of all ages whizzed by on bikes and inline skates, many thought they noticed a new pleased look on the statue of the general on horseback.

Directions: For each picture below, write a sentence that personifies what is shown. The first one has been done for you.



"I wish I could find a new place to graze," thought the cow. "I get tired of looking at the same thing all the time."

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A WORLD OF SYMBOLS

Symbolism is when a word, picture, or object is used to send reader's a message or make them think of something else. An American flag, for example, is a piece of cloth with stars and stripes on it. But it is also a symbol for the United States, patriotism, and American history.

Directions: Read the following sentences. Identify the symbol that is being used in each and tell what it stands for. Make sure to write your responses in complete sentences. The first one has been done for you.

1. The oasis stood in the middle of the desert, a welcome sight for thirsty travelers.

   The oasis symbolizes water, the quenching of thirst, a place to rest, and a cool spot in the middle of the heat.

2. The letter "A" on the test was more than a grade to her; it got rid of those little voices of doubt.

   _____

   _____

3. It was an old watch, nothing very fancy. But it had been his father's watch, and his grandfather's before that.

   _____

   _____

4. It was just a plain old rubber ball, but you couldn't convince the boy and his dog of that fact.

   _____

   _____

5. To one brother, the lawn mower meant drudgery; to the other brother, it was the tool he would use to finally earn enough money for a new bicycle.

   _____

   _____

6. The lighthouse stood tall and proud over the bay, a welcome sight to the sailors returning from months at sea.

   _____

   _____

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IT'S ALL ABOUT THE VISUALS

When an author wants you to **visualize** something—get a picture in your head of what that thing looks and feels like—he or she can use strong, descriptive language.

Example: The car was red.
The car was painted a brilliant, shiny, fire-engine red.

Which sentence does a better job helping you to visualize the red car? The second sentence does because it contains three strong, descriptive adjectives.

Directions: Read the following sentences, and draw a line to connect each one to the vehicle it describes. Then, go back and underline the words in each sentence that helped you visualize each vehicle.

1. The car seemed to whisper "speed" with its low, sleek styling.

2. Then, there was the vehicle that roared "power" with its boxy shape and monster tires.

3. There was also the classic biker's machine; I was blinded by the reflection off the gleaming chrome pipes.

4. Normal. That was my reaction to the plain, huge family mobile with its two efficient sliding doors.

5. Then, there was Harry's heap with its crushed fenders, mis-matched doors, and cracked windshield.

6. And how could I miss my own set of wheels, the trusty, round little thing whose small size allows me to park it anywhere?

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KEEP IT UNIVERSAL

Universal symbols are so familiar that everyone recognizes them. You can find them everywhere!

Directions: Connect each symbol below with the words that it stands for.

women

handicap accessible

gas

men

poison

restaurants/food

stop

money

Directions: What other common symbols can you think of? Draw them in the space below.

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SHORT CUT

A **clipped word** is the shortened form of an original word. *Pup* is a clipped form of *puppy*, for example.

A **blended word** is what happens when two words are combined to form a new word. *Telethon*, for example, is a blended word made from *television* and *marathon*.

Directions: Write the clipped form of each word on the line next to it.

1. airplane _____
2. bicycle _____
3. gasoline _____
4. advertisement _____
5. photograph _____
6. hippopotamus _____
7. memorandum _____
8. telephone _____
9. mathematics _____
10. automobile _____

Directions: Figure out the blended word that can be made from each pair below. Write your answers on the lines.

11. smoke and fog _____
12. television and broadcast _____
13. breakfast and lunch _____
14. motor and hotel _____
15. motor and bicycle _____

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WHAT AM I TALKING ABOUT?

Specialized vocabulary is words that are used when talking about specific subjects. When specialized vocabulary is used with a specific type of job, business, or industry, it's sometimes called **technical vocabulary**.

Directions: Karen is learning all about computers, the human body, and music in school. She has a vocabulary list to study for the three topics, but she can't remember which word goes with which topic. Look at the words below. Write **computers**, **the human body,** or **music** on the line next to each one. If necessary, use a dictionary. The first one has been done for you.

1. downbeat music
2. download _____
3. upper intestine _____
4. gigabyte _____
5. overbite _____
6. clavicle _____
7. clavichord _____
8. vocal chord _____
9. molar _____
10. modem _____
11. meninges _____
12. minuet _____
13. mainframe _____
14. software _____
15. hardware _____
16. hard disk _____
17. harmonize _____
18. hard palate _____

Directions: Think of other specialized vocabulary to go with these topics. Write your answers on the lines.

Computers: _____

_____

The Human Body: _____

_____

Music: _____

_____

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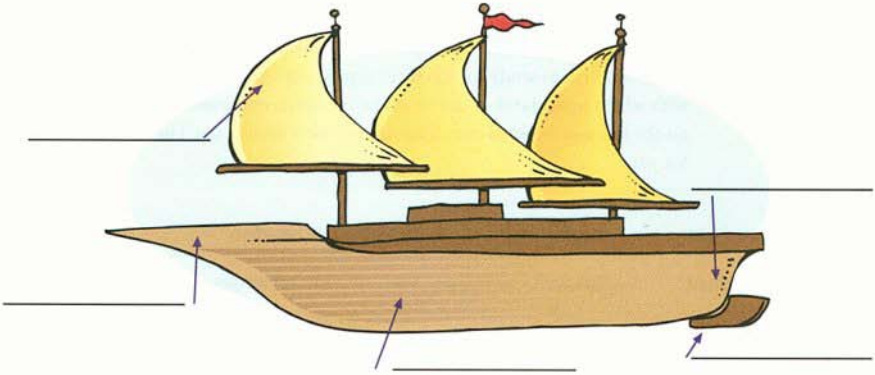
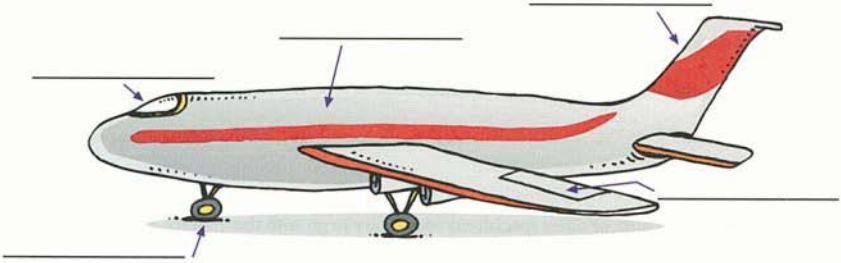
Directions: Circle the specialized word in each sentence. Then, label the boat and the plane with the correct terms.





1. The hull is the bottom of a boat.
2. The front of a boat is called the bow.
3. The back of the boat is called the stern.
4. The rudder is located in the stern and steers the boat.
5. The front sail is called the jib.
6. The body of a plane is called the fuselage.
7. The stabilizer is the rear vertical structure of a plane.
8. The pilot sits in the cockpit in the front of the plane.
9. Ailerons located along the edges of the wing help the plane go up and down.
10. The plane lands on its landing gear.

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SPELL IT OUT

Directions: Read the following passage, and circle the correctly spelled word in each underlined pair.

Dear Diary,

Today was the best day I've had all summer. I've been at sleepaway camp for four days and I've been very homesick. I thought I was going to hate it here and never make any friends/freinds. But today we had "Backwards Day" and now I think maybe camp won't be so bad after all!

Our counselors/counsellors told us that for "Backwards Day," we would have to wear our clothes inside-out or backwards. It seemed silly to me, but when I saw some of the other campers struggling to dress themselfs/themselves in backwards shirts and inside-out pants, I couldn't help but laugh.

I knew/new that we'd be starting the day with dinner instead of brekfast/breakfast. But boy was I surprised/suprised when I got to the mess hall and found a slice of apple pie with ice cream waiting for me there/their! I did such a good job filling up on desert/dessert that I didn't have any room left for the chicken and mashed potatoes/potatos that came out after.

After our "dinner-breakfast," we had free time, which we usually don't get until 4:00 in the afternoon. It was great because I am usually too tired to do anything fun at 4:00 in the afternoon, but with free time in the morning I was able to organize/organise a game of baseball with some of my cabinmates. It turns out that one of them, Cassandra, likes the same kind of music I do. You should have seen Cassandra trying to run to first base with her shoes on the wrong feet. It was histerical/hysterical! Then, we had fun figuring out one another's backwards names— she was Ardnassac and I was Elehcim.

For lunch, we had samwhiches/sandwiches with the bread on the inside and slices of turkey and chese/cheese on the outside. What a mess! That afternoon, we did our morning activities and had our 8:00 a.m. flag-raising ceremony/seremony. Finally/Finaly we had "breakfast-dinner"—who ever heard of having oatmeal and orange juse/juice at 6:00 at night/nite?

At the end of the day, I was glad to put my pajamas on the rite/right way and call people/peepul by their reguler/regular names again/agin. But I'm not so homesick anymore— I think that being at camp might actually turn out to be a lot of fun!

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HOOP TALK

Jargon is special words that relate to a job or activity. **Slang** is the informal words people use to describe things.

Example: *Baseline* is the line at the end of the court under the basket. (jargon)
Hoops is another term for basketball. (slang)

Directions: Read the following sentences, and circle the slang or jargon in each one. Then, on the line next to each sentence, write what you think the circled words mean.

1. This basketball game is being played above the rim. _____
2. He skyed for that rebound! _____
3. That was an authoritative slam dunk. _____
4. The defensive guy really got a facial on that one! _____
5. He will go to the line and shoot one-and-one. _____
6. With this big lead, we're approaching garbage time! _____
7. This game was a blowout. _____

Extension: Slang is always changing. What slang do you and your friends use? Write a few words of slang you use. Then, write the "translation" of each.

slang term	translation

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abbreviation
letters or syllables that stand for a word
(*UT* for Utah, *Dr.* for doctor)

adjective
a word that describes a noun
(*red* shirt, *unbelievable* story)

adverb
a word that describes a verb
(ran *fast*, *angrily* shouted)

analogy
a comparison of the relationship between one pair of words and the relationship between another pair of words
(*Pony is to horse as calf is to cow.*)

antecedent
the word or phrase to which a pronoun refers
(I washed *my shirt* and then ironed it.)

antonyms
words with opposite meanings
(*tall* and *short*, *right* and *wrong*)

apostrophe
a punctuation mark that shows ownership or points to where letters have been left out
(Michele's, can't)

article
a word that points out a noun
(*a* long day, *the* elephant)

author's purpose
the author's reason for writing, usually to inform, persuade, entertain, or express

blended word
a word formed from two other words combined together, usually with one or more letters left out
(*brunch* from breakfast and lunch)

biography
the story of someone's life

cause/effect
something that happened (effect) and why it happened (cause)

character
a person in a story or play

classify
to arrange things in groups by trait or quality

climax
the point of greatest excitement or interest in a story; often when the conflict is resolved

clipped word
the shortened form of a word
(*photo* for photograph, *bike* for bicycle)

collective noun
a noun that refers to a group of people, places, or things
(the *audience* clapped, a *litter* of kittens)

colon
a punctuation mark, usually used to introduce a list of things
(Things to do: take out trash, make dinner)

compare/contrast
to tell how things are alike and different

comparative degree
to compare two nouns, pronouns, or verbs using the words ***more*** or ***less*** or the suffix ***er***
(Wade is *faster* than his brother. I was *less tired* after my nap.)

complete predicate
contains a verb and all the words that modify it
(The white rabbit *hopped across the yard.*)

complete subject
contains the subject of a sentence and all the words that modify it
(*The white rabbit* hopped across the yard.)

complex sentence
contains one independent clause and one or more dependent clauses
(*She'll bake the cake as soon as we make the salad.*)

compound predicate
two or more verbs joined together using ***and***, ***or***, or ***but***
(I *played soccer and collected leaves* on Saturday.)

compound sentence
contains two or more simple sentences joined by a semicolon or conjunction
(*Mom's new car sat in the driveway; she beamed with pride.*)

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compound subject
two or more simple subjects joined by ***and*** or ***or*** (*Tuxedo and Abernathy* patiently waited for their dog food.)

conclusion
the end part of a piece of writing, usually sums up or restates the main point of the selection; also a decision you make after reading and thinking about given information

conflict
the main problem in a story or play

conjunction
words that join two or more words or groups of words together
(Maxwell *and* Sam, chocolate *or* strawberry)

connotation
the implied meaning of a word; the attitude with which a word is said

contraction
two words joined into one with at least one letter left out and replaced with an apostrophe
(*don't* from do not, *they're* from they are)

denotation
the definition of a word as it might be found in a dictionary

dialogue
words exchanged between characters in a story or play

direct object
the noun or pronoun that receives the action of a verb
(He handed the lantern to *her*.)

fable
a short story that teaches a lesson

fact
a piece of information that is true and can be proven

falling action
events that occur after the conflict of a story has been resolved

fantasy
a story with unusual events, characters, or setting; often includes events that could not happen in real life

fiction
stories containing characters or events that are not real

folk tale
a tale first told aloud, then passed down from generation to generation

future perfect tense
a verb expressing an action that will be started and completed in the future
(I *will have finished* my homework by the time she gets home.)

gerund
the ***ing*** form of a verb
(*falling, sleeping*)

helping verb
verb(s) in a sentence that help the main verb to express action or make a statement
(The refrigerator *will be* delivered at noon; we *can try* to hook it up ourselves.)

homonyms
words with the same pronunciation and spelling but different meanings
(the *lock* on the door, a *lock* of her hair)

homophones
words with the same pronunciation but different spelling and different meanings
(we *ate* at noon, there are *eight* pencils in my bag)

idiom
a word or phrase that is given a different meaning than its actual one
("*Give me a break!*" the girl said.)

indefinite pronoun
a pronoun that does not refer to any specific person, place, or thing
(*everywhere, anyone*)

indirect object
a word that tells to whom or for whom the action of a verb is done
(gave the apple to *me*, brought *her* the books)

inference
an educated guess

infinitive verb
the "to" form of a verb (*to eat, to wonder*)

initial
the first letter of a name or word

jargon
the specialized vocabulary used by people who do a particular job or activity

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main idea
the point or message of a selection **metaphor**
a comparison of two things that are not alike, without the words ***like*** or ***as***
(*cotton candy clouds*)

noun
a person, place, or thing
(*mother, school, ball*)

object pronoun
a pronoun used as a direct object, indirect object, or object of a preposition

opinion
a statement of the author or speaker's personal belief

outline
a list, in order, of the main ideas and supporting sentences to be included in a piece of writing

paragraph
a group of sentences that share one main idea

paraphrase
retelling information from a story or article in new words

past perfect tense
a verb that expresses action completed before another past action
(I *had been sleeping*, but then the phone rang.)

past tense
a verb that expresses an action that took place in the past

personal narrative
a piece of writing about the author's experience, told in his/her own words

personification
when an animal, plant, or object is described as having human qualities
(The *rustle of the trees whispered* me to sleep.)

plot
the events in a story or play that lead up to and follow the conflict

plural noun
names more than one person, place, or thing
(*pizzas, children, questions*)

plural pronoun
takes the place of a plural noun
(*they, we, you*)

possessive noun
a noun showing ownership or possession
(*Jen's* pet hamster, *the teacher's* notebook)

possessive pronoun
a pronoun that shows ownership
(*their* tree house, the sneakers are *mine*)

predicate
tells what the subject of a sentence does, did, or has
(The outraged guest *packed her bags and left in a huff.*)

predict
to tell what you think will happen in the future; predictions are usually based on something that has already happened or is known

prefix
letters added to the beginning of a word to change its meaning
(*un*happy; *re*locate)

preposition
a word showing the relation of a noun or pronoun to other words in a phrase or sentence
(*on* the bridge, *under* the bed)

prepositional phrase
begins with a preposition and ends with the object of a preposition
(We ran *around the block.*)

present tense
something that is happening right now
(She *sees* the key. Martin *plays* the guitar.)

present perfect tense
a verb that expresses action started in the past and just completed or still going on
(I *have been walking* the dog every morning.)

pronoun
takes the place of a singular or plural noun
(*you, me, I, her*)

quotation marks
marks put around someone's words or thoughts
("Be quiet," she said.)

realistic fiction
contains characters and events that could happen in real life

reference book
contains information on a specific topic, presented in an organized way

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resolution
how the conflict in a story is resolved

rising action
what happens or what characters do to overcome the conflict in a story

root word
a word without suffixes or prefixes

run-on sentence
two or more complete sentences run together without a semicolon or conjunction
(*May went to the baseball game and had some popcorn I saw her there.*)

science fiction
a type of fantasy based on science

semicolon
a punctuation mark used to separate parts of a sentence
(Beeba is a dancer; she studies tap, jazz, and ballet.)

sequence
the order in which events happen

setting
the time or place in which a story occurs

simile
compares two unlike things using ***like*** or ***as***
(The students were *as loud as a herd of elephants.*)

simple sentence
a sentence containing one complete subject and one complete predicate
(*We ate dinner.*)

singular noun
a word that names one person, place, or thing
(*zookeeper, circus, pickle*)

slang
words or phrases used in informal speech but not in formal speech or writing
("*That's so cool!*")

subject
the part of a sentence that tells who or what the sentence is about
(*The laughing giraffe* went to Monkey's wedding.)

subject pronoun
a pronoun used as the subject of a sentence or after a linking verb
(*She* is a rock star. The red one is *it.*)

suffix
letters that are added to the end of a word to change its meaning
(scrubb*er*, disagree*ment*)

summary
a brief statement of the main ideas of a selection

superlative degree
to compare two or more nouns, pronouns, or verbs using ***most***, ***least***, or the suffix ***est***
(I am older than Andrew, but Anna is the *oldest.*)

syllable
a letter or group of letters that form one unit of sound— usually contains at least one vowel and one or more consonants

symbolism
when a word or object is used to represent something else

synonyms
words with the same, or almost the same, meanings
(*big* and *large*, *loud* and *noisy*)

technical vocabulary
words especially related to a specific subject

tense
the form of a verb that shows when an action takes place

theme
the main idea or message of a selection

topic
the general subject that a selection is about

verb
an action or state of being
(I *am.* Pablo *paints.* Ari *runs.*)

verb phrase
a phrase containing a main verb and one or more helping verbs
(I *will call* you tomorrow.)

visualization
picturing something in your mind

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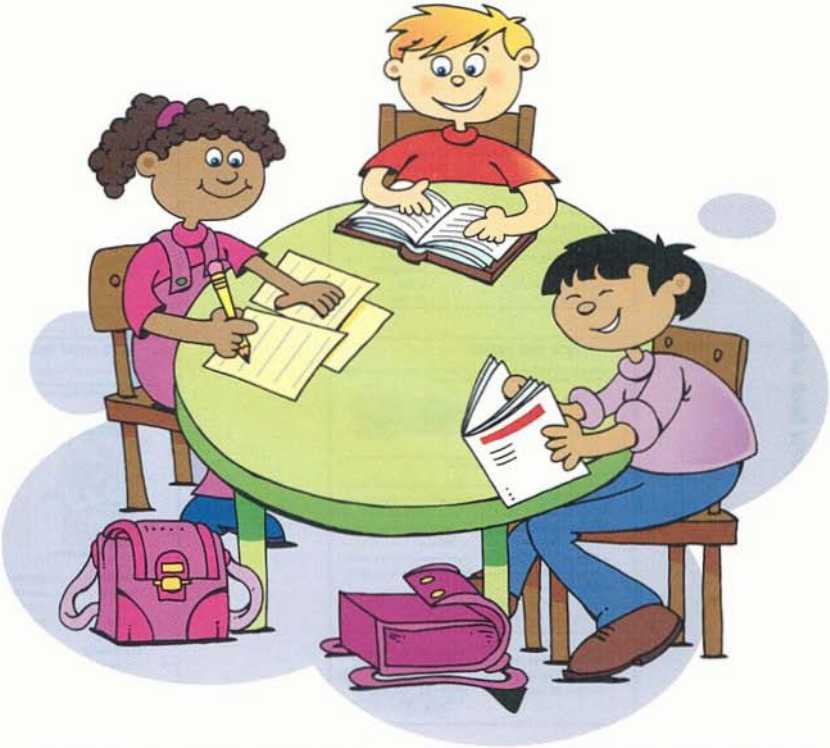

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LOOK FOR LATIN ROOTS

Root	Meaning	Root	Meaning	Root	Meaning
loc	place	jud	judge	struct	to build
vis	same	vert	come	vis	see
spect	see				

1. location, loc
2. vision, vis
3. equal, equ
4. inspecting, spect
5. spectacular, spect
6. judgment, jud

structure

venture

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MATCH MY GREEK ROOT

hydro	carbohydrate, hydrant
scope	telescope, microscope
log	catalog, logic
logy	biology, technology
graph	geography, biography, autograph
meter	thermometer, kilometer, diameter

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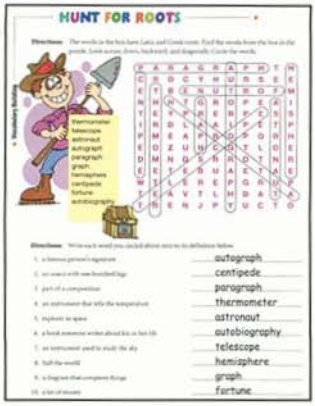

HUNT FOR ROOTS

Directions: The words in the box have Latin and Greek roots. Find the words from the box in the puzzle. Look across, down, backward, and diagonally. Circle the words.

thermometer
telescope
astronaut
autograph
paragraph
graph
hemisphere
centipede
fortune
autobiography

Directions: Write each word you circled above next to its definition below.

1. a famous person's signature — autograph
2. an insect with one hundred legs — centipede
3. part of a composition — paragraph
4. an instrument that tells the temperature — thermometer
5. explorer in space — astronaut
6. a book someone writes about his or her life — autobiography
7. an instrument used to study the sky — telescope
8. half the world — hemisphere
9. a diagram that compares things — graph
10. a lot of money — fortune

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WE'RE RELATED!

Some words in English are related through a common root word. Related words are part of a word family.

Directions: Some each riddle by writing the correct word from the list of related word pairs.

sign—signature
circle—circular
history—historical
mystery—mysterious
regular—regulation

1. My shape is round and never stops. Be careful though, I'm not a top! — circle
2. Some people say that I repeat, If you study me, you'll learn something new! — history
3. We all have this when we write our name. You wave like John Hancock, a pen your base. — signature
4. I'm a rule you shouldn't break, So please don't tell me to go jump in a lake! — regulation
5. It's who we are, we will need some clues. You think hard as you wait I lose! — mystery

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PICK THE PREFIX

A **prefix** is a group of letters added to the beginning of a word. When a prefix is added, the meaning of the word is changed. Here are some prefixes and their meanings:

Prefix	Meaning
un	not, opposite of
re	again, back
in	not
dis	not, lack of

Directions: Read the report. Figure out which prefix from the box goes in front of each underlined word. Write these prefixes in the space provided.

During the American Revolution, many soldiers were unhappy. Some had more than were from home before, and they were disgusted with how they had to live. But the cause was important to them, so they tried not to be discouraged.

The Battle of Bunker Hill was the first great battle of the American Revolution. The American Army had to retreat. The soldiers were furious. Even though they began to insult the British, the British were also unhappy. Some had serious injuries. Many were sick. Some sometimes been informed. Furthermore they began to run out of their strength.

Eventually, under the leadership of General George Washington, the American army overcame the disadvantage and won the war. Had it not been for the bravery of these largely untrained soldiers, the United States may never have been born.

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THE NOTS HAVE IT!

Some prefixes such as **il**, **im**, **in**, and **ir** have the same meaning. Each of these prefixes means **not**.

Directions: Look at the list of prefixes and base words. Mix and match a prefix with a base word to make as many words as possible. Write your new words in the space provided.

THE NOT TEAM

Prefixes	Base Words
il	rational — valid
im	movable — regular
in	correct — legible
ir	legal — mature
	responsible — polite
	relevant — practical
	active — logical
	advisable — proper
	mobile — complete
	port — material
	literate — accurate
	replaceable — convenient
	balance — justice
	adequate — capable

illiterate	immature	inactive
illegible	improper	incorrect
illegal	impolite	injustice
illogical	imbalance	incomplete
irrational	immaterial	inaccurate
irresponsible	import	inadequate
irreplaceable	impractical	invalid
irregular	immobile	inconvenient
irrelevant	immovable	incapable
		inadvisable

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WHAT'S MY MEANING?

Knowing the meanings of a prefix can help you figure out the meanings of a new word with the same prefix. Here are some prefixes and their meanings. The prefix pre- means before, post- means after, and over- means the opposite of each other.

Prefix	Meaning
pre	before
post	after
over	too much
under	too little
ex, ex-	to, into
ex	out

Directions: Match the underlined word in each sentence with its meaning. Use the prefix in the word and the chart above to help you figure out the word's meaning. Write the letter of the correct definition on the line.

a. too little
b. went out of

1. a. The school let the house and said "Yes" to her mom.
   b. The school let house quickly because she was late for school.

a. too much
b. too little

2. c. The chicken was overdone. It was burned and dry.
   d. The cake was undercooked and soft in the middle.

a. outside
b. inside

3. e. Some of the interior of the house is purple but not all of the rooms are painted that color.
   f. The exterior of the house is pink. This makes it look different from the other houses on the block.

a. after
b. before

4. h. Taking the exam helped them know what to expect on the real test.
   g. Once they took the real test, the practice was a piece of cake.

a. shut out
b. put into

5. i. She was excluded from the game. This upset her because she had practiced.
   j. She was included in the game. She was glad she had practiced so hard.

a. before
b. after

6. k. After seeing the preview of the movie, we decided not to go see it.
   l. We went to the premiere movie was one of the photos from the missing team.

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FIGURE IT OUT!

You can use the meaning of new words and prefixes to determine the meanings of unfamiliar words.

Directions: For each sentence, underline the root word and circle the prefix of the boldface word in each sentence. Then, write the meaning of the word on the line. You can use the chart to help you.

Prefix	Meaning	Root	Meaning
un	not	pull	to judge
pre	before	log	word, thought
re	again	vis	to see
i	not	fort	chance
ex	out	form	shape
		tract	pull

1. I hope the decision is careful when he **chooses** my words. — pulls out
2. The decision to pick us from of a the football team **disturbed** because the police stand for, cut away. — not good, unlucky
3. Before we **judge** her actions listen to what she has to say. — before judging
4. Sara was able to **locate** her scoping group after hard. The group was now known as Sara's fingers. — name again
5. The **crowd** has since so that it made better sense. — look or see again to improve
6. He said he did not want to play in the basketball game because he did not like to compete. The reason **illogical** because he was usually the most competitive player. — thought or word not making sense

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FIND THE SUFFIX

Vocabulary Building

Suffixes are word parts added to the endings of words. When you add a suffix to a word, its meaning as well as its part of speech is changed. Also, sometimes the spelling changes.

Directions: Read each sentence. Change each underlined root word by adding the suffix **-ful**, **-ly**, or **-ly**. Write the new word on the line.

1. Mark and his dog headed toward the cave quick. ___quickly___
2. The play dog was dead. ___playful___
3. As they neared the entrance, the boy was huge about what they would find. ___hopeful___
4. The dog eager neared while the boy looked over the area. ___eagerly___
5. Mark knew the wise thing was to turn around. ___sensible___
6. He wondered if their walk through the cave would go smooth. ___smoothly___
7. He hoped nothing horror would happen. ___horrible___
8. They would have to be flex enough to get around all the curves. ___flexible___
9. Sudden, there was a loud noise. ___Suddenly___
10. Mark and his dog jumped when they heard the noise and ran rapid toward home. ___rapidly___

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SUFFIX CONDITIONING!

Vocabulary Building

Directions: Add the correct suffix, **-ation**, **-ion**, or **-ion**, to each of the words below, and write the new words in the space provided. Then, complete the sentences.

determine ___determination___
educate ___education___
compete ___competition___
prepare ___preparation___
coordinate ___coordination___
inform ___information___
atent ___attention___
combine ___combination___

1. Did you know that people who pay ___attention___ to their physical fitness can play and work better than those who do not?
2. Some exercises, such as riding a bicycle help you develop strength, endurance, balance, and ___coordination___.
3. For your ___information___, strong men are such as swimming, jogging, skating, hot-dog, and jumping rope, are also good ways to improve your physical fitness.
4. If you want to stay in good physical condition, you should do a ___combination___ of these exercises.
5. Any person who has studied physical ___education___ can help you form an exercise plan.
6. In ___preparation___ for exercising, you should choose do-most exercises that get your muscles stuck.
7. Some people like to exercise with a partner because it is safer and more fun and it adds some ___competition___ to exercising.
8. Just remember that if you have ___determination___, you can improve your physical fitness and have fun, too.

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SUFFIX UNSCRAMBLES

Vocabulary Building

When the suffixes **less**, **ly**, **ish**, **ive**, and **some** are added to words, the words usually become adjectives.

Directions: Unscramble each root word. Then, add the suffix to it. Write the word on the line.

1. lessp	sleep	= less =	sleepless
2. lanow	snow	= y =	snowy
3. ofol	fool	= ish =	foolish
4. ectfed	defect	= ive =	defective
5. ewo	awe	= some =	awesome
6. ectles	select	= ive =	selective
7. onel	lone	= some =	lonesome
8. crae	care	= less =	careless
9. ospt	spot	= less =	spotless
10. dgeer	greed	= y =	greedy
11. ckul	luck	= y =	lucky

Directions: Use one of the new words above to complete each sentence.

1. When no one is home, I am ___lonesome___.
2. They were very ___selective___ in choosing their friends.
3. It was a ___lucky___ day when I found my dog.
4. We did build an ___awesome___ new house for us.
5. The ___careless___ boy left his bike out in the rain.
6. The ___greedy___ dog is taking all the bones.
7. That radio has a ___defective___ part.
8. We made a ___foolish___ mistake.
9. I love to play outside on a ___snowy___ day.
10. The windows in my house are ___spotless___.
11. My mom is tired because she has had two ___sleepless___ nights.

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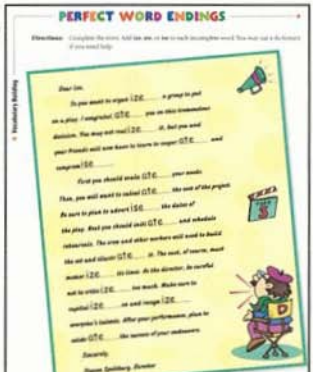

PERFECT WORD ENDINGS

Vocabulary Building

Directions: Complete the story. Add **ize**, **ate**, or **ion** to each incomplete word. You may use a dictionary if you need help.

Dear Jim,

So you want to organ ize a group to put on a play. I congratul ate you on this tremendous decision. You may not real ize it, but you and your friends will now have to learn to organ ate and cooper ate.

First you should write ate your scripts. Then, you will want to rehear ate the cast of the project. Be sure to plan to advert ise the dates of the play. Next you should crea ate and schedule rehearsals. The crew and other workers will need to build the set and costumes ate. The cast, of course, must memor ize its lines. As the director, be careful not to crit ize too much. Make sure to criticiz ize and recognz ize everyone's talents. After your performance, plan to celebr ate the success of your endeavors.

Sincerely,

Steven Spielberg, Director

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LOCATING SYNONYMS

Vocabulary Building

A **synonym** is a word that has the same or almost the same meaning as another word.

Directions: Read each sentence. Find a word in each sentence that is a synonym for the word in the parentheses. Write the synonym on the line.

1. Leslie and Mike enjoy soccer. (like) ___enjoy___
2. Today they will begin practicing for the upcoming season. (start) ___begin___
3. They bought new shin guards and cleats and new balls for practice. (purchased) ___bought___
4. Leslie and Mike are strong competitors, though! ___strong___
5. While they are cautious about avoiding injury, they show no fear. (careful) ___coutious___
6. As Mike dribbles the ball down the field, he manages it with remarkable control. (fantastic) ___remarkable___
7. Leslie heads the ball into the goal. (The shot is exact.) (accurate) ___exact___
8. Leslie and Mike are clever players who can execute the complex strategies needed to win games. (complicated) ___complex___
9. The line are appreciative for an exciting season. (grateful) ___appreciative___
10. The number of wins this year has surpassed all other years. (exceeded) ___surpassed___

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ADD A LITTLE VARIETY

Vocabulary Building

You can add variety to your writing by using a synonym instead of repeating a word.

Directions: Jade and her friends are at the Thrill-o-Rama Amusement Park. Jade's best friend, Pedro, did not come. Jade wants to call Pedro to encourage him to join them. However, he does not want to keep repeating the words **fun** and **exciting** on the phone. Help him figure out the synonyms for each word. Use a thesaurus if you need help.

Answers will vary.

Synonyms for fun	Synonyms for exciting
enjoyable	thrilling
lively	breathtaking
entertaining	electrifying
amusing	hair-raising
enlivening	exhilarating

Directions: Now, give Jade some ideas about what to say to Pedro. Write a paragraph to describe this fun and exciting amusement park. Be sure to use some of your synonyms in your description.

Answers will vary.

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DEGREES OF SYNONYMS

Directions: Order each set of synonyms according to the instructions. Then, write a sentence that uses the most vivid and exact synonym.

1. These synonyms have to do with size. Write them in order from smallest to largest.

little minute teeny tiny puny

smallest → largest

minute teeny puny tiny little

Sentence: Answer will vary.

2. These synonyms have to do with how cold it is. Write them in order from warmest to coldest.

frigid chilly brisk cold freezing

warmest → coldest

brisk cold chilly freezing frigid

Sentence: Answer will vary.

3. These synonyms have to do with speed. Write them in order from slowest to fastest.

dash sprint scurry scamper run

slowest → fastest

scamper scurry sprint run dash

Sentence: Answer will vary.

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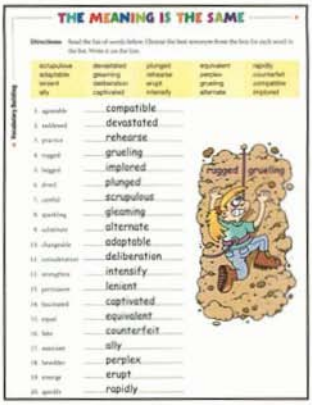

THE MEANING IS THE SAME

Directions: Read the list of words below. Choose the best synonym from the box for each word in the list. Write it on the line.

scrupulous	devastated	plunged	equivalent	rapidly
adaptable	gleaming	rehearse	perplex	counterfeit
lenient	deliberation	erupt	grueling	compatible
silly	captivated	intensify	alternate	implored

1. agreeable compatible
2. ruined devastated
3. practice rehearse
4. rugged grueling
5. begged implored
6. dived plunged
7. careful scrupulous
8. sparkling gleaming
9. substitute alternate
10. changeable adaptable
11. consideration deliberation
12. strengthen intensify
13. permissive lenient
14. fascinated captivated
15. equal equivalent
16. fake counterfeit
17. nonsense silly
18. bewilder perplex
19. emerge erupt
20. quickly rapidly

rugged grueling

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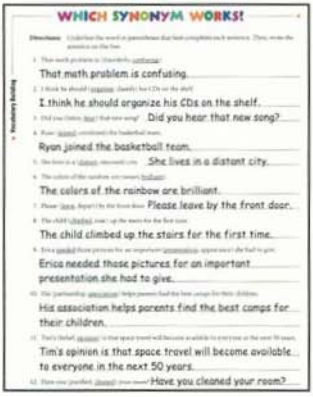

WHICH SYNONYM WORKS!

Directions: Underline the word or phrase that best completes each sentence. Then, write the sentence on the line.

1. That math problem is (classified/confusing).
That math problem is confusing.
2. I think he should (organize/handle) his CDs on the shelf.
I think he should organize his CDs on the shelf.
3. Did you (listen/hear) that new song? Did you hear that new song?
4. Ryan (joined/constituted) the basketball team.
Ryan joined the basketball team.
5. She lives in a (distant/remote) city. She lives in a distant city.
6. The colors of the rainbow are (vivid/brilliant).
The colors of the rainbow are brilliant.
7. Please (leave/depart) by the front door. Please leave by the front door.
8. The child (climbed/rose) up the stairs for the first time.
The child climbed up the stairs for the first time.
9. Erica needed those pictures for an important (presentation/appearance) at school the hall to give.
Erica needed those pictures for an important presentation she had to give.
10. His (partnership/association) helps parents find the best camps for their children.
His association helps parents find the best camps for their children.
11. Tim's (belief/opinion) is that space travel will become available to everyone in the next 50 years.
Tim's opinion is that space travel will become available to everyone in the next 50 years.
12. Have you (purified/cleaned) your room? Have you cleaned your room?

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CAN YOU MATCH THIS!

Antonyms are words that have opposite or nearly opposite meanings.

Directions: Can you identify the antonyms below? Draw a line to match each pair. Then, write the antonym pair that best completes each sentence.

dishonest, start, calm, change, alike, allow, together, solution, problem, following

partner, prevent, violent, different, truthful, finish, remain, solitary, preceding, apart

1. They will not ___allow___ us to board the plane because the severe weather continues. ___prevent___ a safe take-off.
2. My twin sisters may look exactly ___alike___, but you will soon discover how ___different___ they are.
3. It took weeks to put this jigsaw puzzle ___together___ and just minutes to take it ___apart___.
4. If you are ___dishonest___ instead of ___truthful___, you will lose the respect of your friends.
5. Now that were ___calm___ gave ___violent___ as an average and storm hit full force.
6. We could all the chore to find the ___solution___ to the ___problem___.
7. You can ___change___ seats with me or ___remain___ where you are.
8. If we ___start___ we may, we will ___finish___ the project in short hours.
9. If this is true, then the ___following___ statement is false and the ___preceding___ statement was false.
10. An operator must always be patient and ___polite___ even though callers are sometimes rude and ___discourteous___.

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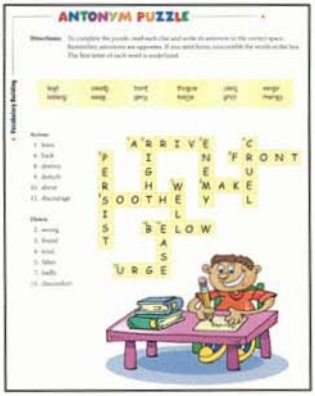

ANTONYM PUZZLE

Directions: To complete the puzzle, read each clue and write its antonym in the correct space. Remember, antonyms are opposites. If you need some extra help, the words in the box. The first letter of each word is underlined.

legal, walking, sweep, front, gory, forgive, keeps, grief, weigh, mangy

Across
1. leave
4. back
8. destroy
9. forbidden
11. above
12. discourage

Down
2. serving
3. friend
4. kind
5. bitter
7. badly
10. [illegible]

		A	R	R	I	V	E		C	
	P		I				N		F	R O N T
	E		G				E		U	
	R		H		W		M A K E			
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	I				L					
	S		B	E	L O W					
	T				A					
					S					
		U	R G E							

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RIDDLE FUN

Directions: Underline the pair of antonyms in each riddle. Then, use the following code to find the answers.

CODE
A = 1, B = 2, C = 3, D = 4, E=5, F=6, G=7, H=8, I=9, J=10, K=11, L=12, M=13, N=14, O=15, P=16, Q=17, R=18, S=19, T=20, U=21, V=22, W=23, X=24, Y=25, Z=26

1. What goes up but never comes down?
YOUR AGE
25 15 21 18 1 7 5
2. What is dark yet made to light?
A SHADOW
1 19 8 1 4 15 23
3. What can you hold in your right hand but not in your left?
YOUR LEFT ELBOW
25 15 21 18 12 5 6 20 5 12 2 15 23
4. How can you have a mean with two legs and return with six legs?
COME BACK WITH A CHAIR
3 15 13 5 2 1 3 11 23 9 20 8 1 3 8 1 9 18
5. What goes through a door but never or out?
A KEYHOLE
1 11 5 25 8 15 12 5
6. What's the difference between the rising and setting sun?
A DAY
1 4 1 25
7. What is the beginning of eternity and the end of time and space?
THE LETTER E
20 8 5 12 5 20 20 5 18 5
8. It's a former name you, on dry condition what does the rain in wet weather?
AN UMBRELLA
1 14 13 2 18 5 12 1

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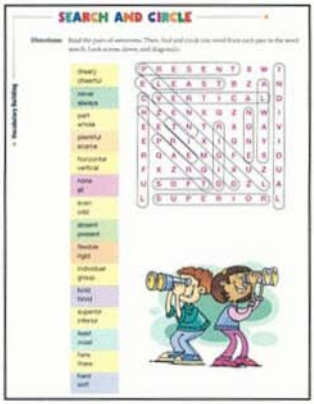

SEARCH AND CIRCLE

Directions: Find the pairs of antonyms. Then, find and circle one word from each pair in the word search. Look across, down, and diagonally.

dreary	cheerful
never	always
part	whole
plentiful	scarce
horizontal	vertical
none	all
asleep	awake
dessert	present
flexible	rigid
individual	group
bold	timid
superior	inferior
least	most
here	there
hard	soft

P	R	E	S	E	N	T	R	W	I				
R	L	E	A	S	T	B	Z	B	N				
D	V	E	R	T	I	C	A	L					
N	Z	C	U	K	G	Z	G	W	I				
E	D	F	T	Y	R	X	G	A	Y				
E	D	O	A	N	J	G	H	Y	I				
P	K	Z	S	O	J	K	U	Z	U				
U	S	O	F	T	D	D	Z	L	A				
L	B	U	P	E	R	I	O	R	L				

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THIS AND THAT

Directions: Find, underline, and write the hidden antonyms in each word pair. The first one has been done for you.

1. thank and thank	this	and	that
2. floor and ceiling	in	and	out
3. another and other	he	and	she
4. open and close	on	and	off
5. chief and deputy	his	and	her
6. flashback and foreshadowing	back	and	forth
7. comedian and agony	come	and	go
8. yes and knot	yes	and	no
9. chapter and chapter	him	and	her
10. Sunday and weekend	day	and	night
11. high and below	high	and	low
12. forgiver and avenger	give	and	take
13. closet and cupboard	close	and	open
14. nearby and far-off	near	and	far
15. aerosol and thunderous	over	and	under
16. alive and die	live	and	die
17. middle and ended	old	and	new
18. escape and flatten	raise	and	lower
19. awesome and lessons	more	and	less
20. belongings and shortcut	long	and	short
21. shut and wrapped	hot	and	cold
22. monster and kindergarten	mean	and	kind
23. working and playing	work	and	play

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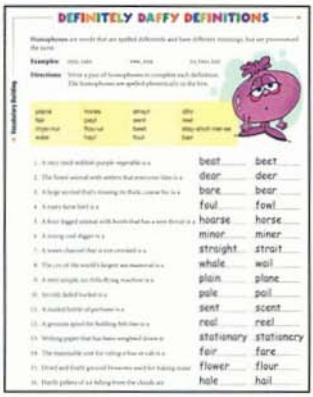

DEFINITELY DAFFY DEFINITIONS

Directions: Write a pair of homophones to complete each definition. The homophones are spelled phonetically in the box.

pane	mane	array	dry
fair	pair	wert	red
ringe-tail	fox-tail	beet	stay-which-nor-we
wake	hair	foul	bair

1. A very dark reddish purple vegetable is a	beet	beet
2. The fawn animal with antlers that everyone likes is a	dear	deer
3. A large animal that's missing its thick coarse fur is a	bare	bear
4. A nasty farm bird is a	foul	fowl
5. A four-legged animal with teeth that has a sore throat is a	hoarse	horse
6. A strong coal digger is a	minor	miner
7. A water channel that is not crowded is a	straight	strait
8. The cry of the world's largest sea mammal is a	whale	wail
9. A very simple, no-frills flying machine is a	plain	plane
10. An old, faded football is a	pale	pail
11. A masked bottle of perfume is a	sent	scent
12. A persons spool for holding fish line is a	real	reel
13. Writing paper that has been weighed down is	stationary	stationery
14. The impassable unit for taking a bus or cab is a	fair	fare
15. Dried and finely ground kernels used for baking make	flower	flour
16. Hard pellets of ice falling from the clouds are	hale	hail

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WHAT'S THE MEANING OF THIS?

Directions: Underline the pair of homophones in each sentence. Then, write each word next to its meaning.

1. Will you help me haul that crate down the hall to my room?	hall	haul
2. No one guessed the identity of the mystery guest until he removed his mask.	guest	guessed
3. We do not think it is fair that the bus has doubled the fare.	fair	fare
4. My brother accidentally threw a baseball through our neighbor's window.	through	threw
5. Luxury cruise ships require large crews of men and women to meet the needs of the passengers.	crews	cruise
6. If you hard the lesson in this chapter, you will learn your risk of scurvy.	lessen	lesson
7. You should have seen the final scene of the play!	seen	scene
8. A principal is not the principle of very high principle to set a good example for students.	principle	principal
9. Do you know whether tomorrow is sunshine and blue skies and mild?	weather	whether
10. We are going to see the lovely fresh capital on our nation's capital.	capital	capitol
11. The doctor said he will try to heal your injured heel without surgery.	heal	heel

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WHAT DO YOU KNOW?

Directions: Write the homophone for each word listed. Then, write the homophone pair that best completes each sentence. Use a dictionary if you need help.

allowed	aloud	lute	lute
patients	patience	post	post
close	clothes	wring	wrung
board	bored	wrote	wrote
cellar	cellar	through	through
counsel	counsel	tide	tide
week	week	jamb	jamb

1. The librarian allowed the students to read aloud to one another.
2. The post passed for or parallel.
3. The child wrote the sonnet passage to rote.
4. According to the agreement, the seller must repair the cellar windows before the sale is final.
5. A prankster lute was using the loot to drive from the museum last night.
6. The tied rope boat to the dock and waited for low tide.
7. Caring for an ailing patients requires great patience.
8. Please close the door of my clothes closet.
9. The attorney will counsel his client before the court council meeting.
10. The teacher bored that we decided to move the board meeting.

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WHAT'S THE DIFFERENCE?

Directions: Write the correct homophone from the box next to each definition. Then, write the letters in order to discover the answer to the riddle below.

threw/through	colonel
pastor/pacer	scents
base/bass	threw
colonel/kernel	brood
scents/cents	creak
brood/browed	sleigh
creak/crack	stationery
threw/through	wade
week/creek	sweet
right/rite	heir
rise/rice	carrot
hanger/hangar	herd
berry/bury	bury
stay/sleigh	peace
stationery/stationary	kernel
wade/weighed	mist
bullet/bowel	hanger
hair/air	vise
stream/steam	right
	base

What's the difference between someone who parks a car and someone who is smoking dishes?

One sets the brakes and the other breaks the sets

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PUT-THEM-TOGETHER WORDS

Vocabulary Building

Directions Choose a word from each box to make a compound word that correctly matches each definition.

tale	ginger	weight
three	trouble	land
court	five	vice-
seventy-	heart	head
chop	river	bage

near	broken	sighted
two	fourths	stick
brush	sticks	house
mark	president	quarters
tale	some	bread

Choose a word from each box.

1. not able to see far — near-sighted
2. annoying — troublesome
3. story handed down among people — folktale
4. farm animals — livestock
5. gentle, green bushy plant of the dry places — sagebrush
6. a fraction of a whole — three-fourths
7. in the direction of the length — lengthwise
8. main office of operations — headquarters
9. building used for county government — courthouse
10. a two-digit number — seventy-two
11. kind of spice cake — gingerbread
12. thin wooden sticks used to pick the eating — chopsticks
13. something easily seen and used as a guide — landmark
14. official next in rank to president — vice-president
15. crushed by sorrow — heartbroken

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WORDS IN CONTEXT

Vocabulary Building

Directions Unscramble the scrambled compound word in each sentence by using context clues. Write the word correctly on the line provided.

1. toothache — Max has an emergency appointment with the dentist because he has a **chathoote**.
2. downpour — A torrential **pourrudon** caused flooding along the rivers and streams.
3. twenty-five — Jennifer earned **ventyw ervf** dollars babysitting last month.
4. arrowhead — We found an **rehowdar** while exploring what was once the site of a Native American village.
5. broadcast — The President's weekly radio address was **stacrabdo** live from the Oval Office of the White House.
6. breathtaking — The view from the Grand Canyon was absolutely **kingbrehatta**.
7. hard-boiled — We had **drah-ddeiled** eggs, toast, and juice for breakfast today.
8. patchwork — My grandmother made a beautiful **chowkarpt** quilt with scraps from old clothing.
9. paperback — I brought a **pakperach** book to read on the trip.
10. skyscraper — The Empire State Building was once the tallest **crapersky** in New York City.
11. one-way — My brother drove in the wrong direction down a **ane-way** street.
12. wastebasket — The **tsaketwaset** is full and needs to be emptied.
13. two-week — Our family is leaving on Monday for a **wot-ekwe** vacation to the beach.
14. left-handed — My brother is the only **ftlf-handed** pitcher and batter on our team.
15. backstage — After the concert, we were **gatacklbs** to interview the performers.

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BEACH WORDS

Vocabulary Building

Directions Imagine you are at the beach. On the lines provided, list compound words that name things you might see, hear, smell, taste, or feel. You can use the picture to help you think of words.

Possible answers:

lifeguard	lemonade	seashells	jellyfish
footprint	driftwood	sailboat	shellfish
lifeboat	seagulls	swimsuit	fisherman
seaweed	sunburn	sandbar	shoreline
sunglasses	sunscreen	sunbather	sunshine
boardwalk	lighthouse	fishhook	seashore

Directions Write one word of the compound words you listed to complete the story.

Possible answers:

Wheel for us at the **seashore**, today. We made sure to put **sunscreen** on our arms, legs, and faces to protect our skin from the sun's rays. I also wore a pair of **sunglasses** with dark blue lenses. They are the same color as my new **swimsuit**.

My brother ran down to the water to join some friends who were surfing. He was anxious to show them his new **surfboard**. My sister and I waded along the **shoreline**, looking for **seashells**. We found an interesting piece of **driftwood** that had washed ashore.

Later, we ate sandwiches and ice cream ground on some benches. **lemonade**. While we were eating, several seagulls **seagulls** swooped down to see if we would toss them some scraps. They are so funny.

After lunch, we walked toward the pier and watched as a **fisherman**. caught a big tuna. He carefully removed the **fishhook** and tossed the fish back into the water. We decided it was time for us to go for a swim, too.

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THE PLURAL SURPRISE

Vocabulary Building

Most nouns that name more than one of something end in **s** or **es**. Remember to add **es** to nouns that end in **ch**, **s**, **sh**, **x**, or **z**.

Directions Change each word in a plural by adding **s** or **es**. Write the plural of the word on the space provided.

decoration	decorations	other	others
branch	branches	chip	chips
noise	noises	box	boxes
guess	guesses	plate	plates
glass	glasses	bush	bushes
balloon	balloons	utensil	utensils

Directions Write a plural noun on each blank to complete the story.

Jake could not remember when he was supposed to be at Peter's house. He decided to walk over to see what was happening.

When he saw the front yard, he knew something wasn't right. He saw **balloons** that needed to be blown up by the **bushes** in front of the house. There were also **boxes** with other **decorations**. Those needed to be hung from tree **branches**, as well.

The back door was open and Jake walked in. On the kitchen table were **chips** and dip, and other food. There were **plates**, **glasses**, and **utensils** spread out on the table. Jake knew something was not right. **Noises** were coming from the other room. He heard a vacuum cleaner and people talking.

Jake wondered what to do. Just then, three **friends** walked in. "You're early!" exclaimed Peter.

"Surprise," said the **others**. "You get three **guesses** about what's going on here."

"Since today is my birthday, I can't stand you guys. You're having a party for you," said Jake.

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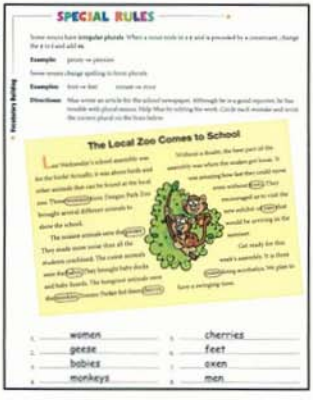

SPECIAL RULES

Vocabulary Building

Some nouns have **irregular plurals**. When a noun ends in a **y** and is preceded by a consonant, change the **y** to **i** and add **es**.

Example: penny → pennies

Some nouns change spelling in their plurals.

Examples: foot → feet mouse → mice

Directions Max wrote an article for the school newspaper. Although he is a good reporter, he has trouble with plural nouns. Help Max by editing his work. Circle each mistake and write the correct plural on the lines below.

The Local Zoo Comes to School

Last Wednesday's school assembly was for the kinder'kinsells. It was about birds and other animals that can be found at the local zoo. Three mouses from Oregon Park Zoo brought several different animals to show the school.

The mouses animals were shaggy. They made more noise than all the students combined. The cute animals were the duck. They brought baby ducks and baby lambs. The longest animals were the snakes. Number fifteen bites.

Without a doubt, the best part of the assembly was when the snakes got loose. It was amazing how fast they could move when unloosed. They encouraged us to visit the new exhibit of wild animal that would be arriving in the summer.

Get ready for this week's assembly. It is three mouses performing acrobatics. We plan to have a swinging time.

1. women
2. geese
3. babies
4. monkeys
5. cherries
6. feet
7. oxen
8. men

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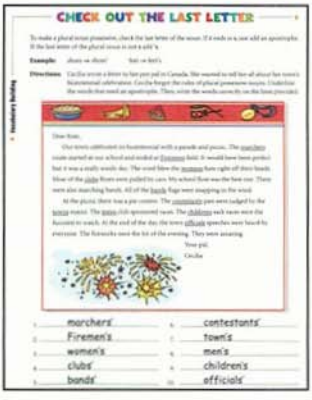

CHECK OUT THE LAST LETTER

Vocabulary Building

To make a plural noun possessive, check the last letter of the noun. If it ends in **s**, use add an apostrophe. If the last letter of the plural noun is not a ade 's.

Example: shoes → shoes' foot → feet's

Directions Cecilia wrote a letter to her pen pal in Canada. She wanted to tell her all about her town's bicentennial celebration. Cecilia forgot the rules of plural possessive nouns. Underline the words that need an apostrophe. Then, write the words correctly on the lines provided.

Dear Kate,

Our town celebrated its bicentennial with a parade and picnic. The marchers made started at our school and ended at Firemens field. It would have been perfect but it was a really windy day. The wind blew the women hats right off their heads. Most of the clubs floats were pulled by cars. My school float was the best one. There were also marching bands. All of the bands flags were snapping in the wind.

At the picnic, there was a pie contest. The contestants pies were judged by the town mayor. The mayor's fish sponsored tents. The children each were given the Ancient to watch. At the end of the day, the town officials speeches were heard by everyone. The fireworks were the bit of the evening. They were amazing.

Your pal,

Cecilia

1. marchers'
2. Firemen's
3. women's
4. clubs'
5. bands'
6. contestants'
7. town's
8. men's
9. children's
10. officials'

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LETTER DROP

The Night the Aliens Came to Visit

roofs
leaves
sheriffs
wives
handcuffs
loaves
halves
shelves

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SHORTEN THE CONVERSATION

I've never had so much fun in a class before.
Luckily, the windy day wasn't a problem.
Can you believe how many competitions she's won?
A lot, that's for sure.
She said, "Don't go out so fast."
You'll do better if you take your time.
I couldn't skate backwards.
It's hard to do.
I know we'll improve.
Let's meet here tomorrow to practice.

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CONTRACTION MATCH-UP

Answers will vary.

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CONTRACTION MATCH-UP

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CONTRACTION ACTION

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DIVIDING WORDS

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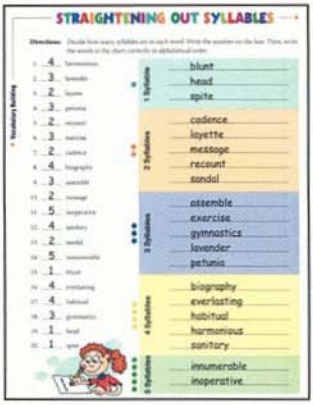

STRAIGHTENING OUT SYLLABLES

Directions: Decide how many syllables are in each word. Write the number on the line. Then, write the words in the chart correctly in alphabetical order.

1. 4 harmonious
2. 3 lavender
3. 2 lipstick
4. 3 petunia
5. 2 recount
6. 3 exercise
7. 2 cadence
8. 4 biography
9. 3 assemble
10. 2 message
11. 5 inoperative
12. 4 sanitary
13. 2 sandal
14. 5 innumerable
15. 1 blunt
16. 4 everlasting
17. 4 habitual
18. 3 gymnastics
19. 1 head
20. 1 spite

1 Syllable	2 Syllables	3 Syllables	4 Syllables	5 Syllables
blunt	cadence	assemble	biography	innumerable
head	lavette	exercise	everlasting	inoperative
spite	message	gymnastics	habitual	
	recount	lavender	harmonious	
	sandal	petunia	sanitary	

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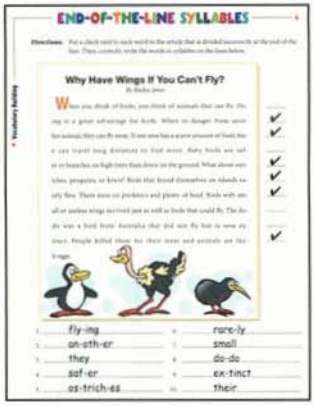

END-OF-THE-LINE SYLLABLES

Directions: Put a check next to each word in the article that is divided incorrectly at the end of the line. Then, correctly write the words or syllables on the lines below.

Why Have Wings If You Can't Fly?

By Sheila Jones

When you think of birds, you think of animals that can fly. Flying is a great advantage for birds. When in danger from some predatory animal, they can fly away. If one area has a great amount of food, they can travel long distances to find more. Baby birds are safer in branches on high trees than down on the ground. What about ostriches, penguins, or kiwis? Birds that found themselves on islands rarely flew. There were no predators and plenty of food. Birds with small or useless wings survived just as well as birds that could fly. The dodo was a bird from Australia that did not fly but is now extinct. People killed them for their meat and animals are their [illegible]

1. fly-ing
2. an-oth-er
3. they
4. saf-er
5. ex-trich-es
6. rare-ly
7. small
8. do-do
9. ex-tinct
10. their

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PUTTING SYLLABLES TOGETHER

When a word ends with **ss, ss, er, er**, or **en**, the last syllable usually includes the vowel coming and the preceding consonant.

Examples: [illegible]

Directions: Each word part below is a syllable or a word. Use the clues to figure out which words these syllables make. Then, write these words in syllables next to the clues. Only two of the words have middle syllables.

Beginning Syllables		Middle Syllables	End Syllables	
ass	ho	rang	ter	ten
e	ran	e	ten	ter
stag	writ	ten	zen	ser
ten	blis	ger	ger	ron
pro	fes	ser	ro	ger

Clues:

1. a teacher in a college: pro-fes-sor
2. something you learn: les-son
3. something taken without permission: sto-len
4. to stay longer than expected: lin-ger
5. words you on paper: writ-ten
6. a hunting place: mir-rer
7. to walk in a swaying motion: stag-ger
8. a large rose-shaped spa: a-rong-u-ton
9. something that is very cold and hard: fro-zen
10. something you get if your shoes are too tight: blis-ter

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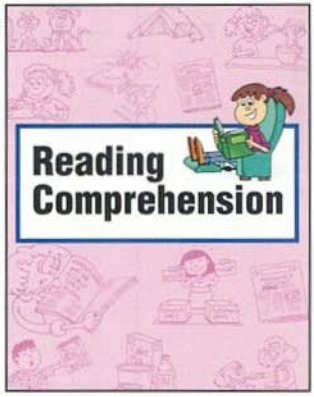

Reading Comprehension

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DIRECTION PICTURES

Directions: In each set of direction frames is a missing step. Look at the pictures and decide which one shows the correct missing step. Write a direction that tells how to do each step on the line.

1. Push the power button. Place the CD in the drawer. Push the close button. Push the play button.

Missing step: Push the open button.

2. Make a T with the sticks. Attach the sticks to the blue paper. Tie one end of the string in the corner of the T. Hold the string and run.

Missing step: Glue fabric to the sticks.

3. Lay all the pieces out on the table. Use the picture on the top of the box as a reference. Fill in the corner pieces.

Missing step: Use the straight edge pieces to form the border.

4. Put the clothes in. Turn the water level knob to high. Turn the knob to regular wash. Pull the knob out.

Add soap.

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MAPPING THE WAY

Tamika's Aunt Rosita and Uncle Terence are visiting. They want to go to the library, video store, supermarket, and post office. Tamika knows our directions, but her Aunt and Uncle are confused.

Directions: Answer Tamika's directions using landmarks and street names from the map.

Go two blocks and turn left.

Walk one block.

Then, cross the street and walk one block.

Then, cross the street again and go to the corner.

Take a left at the next corner and go two blocks.

Turn right and go one block.

Answers will vary.

Take a left and walk up the street to the traffic light.
Turn left and walk one block. The library is on the corner.
Walk past the toy store and you'll see the video store.
Cross the street and pass the bike shop. Turn left.
The supermarket is on the next corner.
Walk to the intersection and turn left.
The post office is on the next corner.
Walk to the police station and make a right.
Tamika's house is one block on the corner.

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FILL OUT THE FORM

Answers will vary.

GAIL'S CAMPING SUPPLIES

Item	Order #	Quantity	Price	Total
Super Sturdy Tent	97SJ800	1	$200	$200
Toasty Warm Sleeping Bag	86GV394	4	$36	$144
Tough Travel Backpack	34TP283	4	$20	$80
FlastLight Water Bottle	22SX436	4	$8	$32
First Aid Kit	57CN249	1	$22	$22
Waterproof Camera	16DK989	1	$25	$25
Flashlight	78PL234	4	$15	$60
Portable Stove	95TO509	1	$40	$40
			Subtotal	$603
			*Shipping	$30
			Total	$633

THANK YOU FOR YOUR ORDER!

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RECIPE PUZZLE

Pour batter into pans.
Turn oven on to 350° to heat oven.
Remove cakes from pans. Cool completely before frosting.
Grease sides and bottom of each pan.
Put cake mix, eggs, oil, and water in a large bowl.
Bake for 35-38 minutes.
Stir ingredients together for about 30 seconds.
Use a toothpick to check if cake is cooked. The toothpick should come out clean.
Cool in pan for 10 minutes.
Beat cake batter at medium speed for 2 minutes.
Carefully put pans in oven.

Yummy Cake Recipe

Ingredients: cake mix, 2 eggs, 1 cup of water, 1/2 cup of oil

1. Turn oven on to 350° to heat oven.
2. Grease sides and bottom of each pan.
3. Put cake mix, eggs, oil, and water in a large bowl.
4. Stir ingredients together for about 30 seconds.
5. Beat cake batter at medium speed for 2 minutes.
6. Pour batter into pans.
7. Carefully put pans in oven.
8. Bake for 35-38 minutes.
9. Use a toothpick to check if cake is cooked. The toothpick should come out clean.
10. Cool in pan for 10 minutes.
11. Remove cakes from pans. Cool completely before frosting.

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TIE YOUR SHOE

Answers will vary.

Answers will vary.

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SORTING WORD PAIRS

smooth, rough
terrific, great
started, began
relieved, worried
ran, jogged
forget, remember
simple, complex
delicate, frail

Synonym Pairs

started	began
delicate	frail
terrific	great
ran	jogged

Antonym Pairs

smooth	rough
forget	remember
relieved	worried
simple	complex

Action	Feeling	Characteristic
started	terrific	delicate
began	great	frail
ran	relieved	smooth
jogged	worried	rough
forget		simple
remember		complex

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CATEGORIES GALORE

baseball, soccer | tennis, football | golfing, golf | volleyball, basketball | fishing, swimming

Team Sport
baseball
football
soccer
basketball
volleyball

Individual Sport
golf
tennis
fishing
swimming
surfing

violin, string bass, bassoon, flute | trumpet, cymbals, cello, triangle | xylophone, trombone, viola, French horn | tuba, snare drum, clarinet, oboe

Strings
violin
viola
cello
string bass

Brass
trumpet
trombone
French horn
tuba

Woodwinds
flute
clarinet
oboe
bassoon

Percussion
triangle
snare drum
cymbals
xylophone

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MESSY GROUPS

Answers will vary.

Group Name	Members
Animals with Fur	bear, dog, cat, lion, wolf
Countries	United States, Mexico, China, Canada, Ireland
Bodies of Water	Caribbean, Atlantic, Mediterranean, Pacific Ocean, Arctic Ocean
Professions	lawyers, scientists, writers, teachers, doctors
Sounds	chirping, growling, shouting, singing, talking
Bodies in Space	asteroids, stars, comets, planets, moon

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WHAT'S IN AN AD?

Possible answers:

Directions: Read the advertisements. Classify information in each one as a fact or opinion. Statements of fact can be proven true. Statements of opinion cannot be proven because they present beliefs, judgments or feelings.

List two facts:
We supply Burglar and Fire Alarms; We provide Medical Alert Service; We work 24 hours a day

List two opinions
Protect your home for less; best in the business; You can feel safe with Barking Dog Plus.

List two facts:
over 200 displays; hours; admission; location; real-life replicas of dwellings

List two opinions
unique exhibits and lectures; world's most exciting museum; awesome displays

page 65

FOLLOW THE CLUES

When you write a story, be sure to describe the events in sequence, that is, in the order in which they happen. Use time order words such as first, next, then, and finally to help the reader figure out the sequence.

Directions: Read the paragraph. Fill in the missing time order words.

Go, Sting Rays!

W[illegible] were getting ready for the Regional Soccer Tournament. Unfortunately things did not look promising. ...First... practice was delayed because of rain. ...Then... once it stopped raining and practice actually began, two forwards ran after the same ball, collided, and needed to recover from their collision. As if all this wasn't enough, the ...next... thing that happened really got the coach upset. We forgot one of the new plays he taught us. He wrote down the play again, and ...finally... we remembered it. Things were looking up!

Directions: Think about the steps you take to clean your room. Write them in order. Be sure to use time order words.

Possible answer: First, pick up all the clothes on the floor and put them in the hamper. Next, make the bed and empty the trash. Then, clean off the desk and put papers and books where they belong. Finally, dust the furniture and vacuum the rug.

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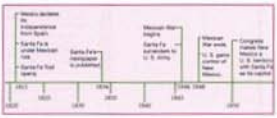
WHEN THINGS HAPPENED

A time line is a chart that shows important dates and events in the order they happened.

Directions: Use the time line to answer the questions. Write your answers on the lines.



1. The time line shows events in the history of Santa Fe.
   What year does the time line begin? 1820 What year does it end? 1850
2. When did Mexico declare its independence from Spain? 1821
3. How many years after the Mexican War began did New Mexico become a U. S. territory? 4 years
4. How many years passed between Mexico's declaration of independence from Spain and the end of the Mexican War? 27 years
5. What happened first: Santa Fe surrendered to the U. S. Army or the opening of the Santa Fe Trail? opening of the Santa Fe Trail
6. During which decade did the most events occur? between 1840 and 1850

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ALL IN A DAY

Directions: Read the activities. Then, write each one in a time that makes sense. Some lines will be blank.

Activities
- Go to bed
- Go to tennis practice
- Wake up
- Get out of school
- Do homework
- Eat breakfast
- Play catch with friend
- Eat dinner
- Go to school
- Eat lunch

Hours in the Day Answers will vary.

7 a.m. Wake up Eat breakfast
8 a.m. Go to school
9 a.m.
10 a.m.
11 a.m.
12 noon Eat lunch
1 p.m.
2 p.m.
3 p.m. Get out of school Go to tennis practice
4 p.m.
5 p.m. Do homework
6 p.m. Eat dinner
7 p.m. Play catch with friend
8 p.m.
9 p.m. Go to bed

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MAKING A MOSAIC

When you follow directions, be sure to read through them first, slowly. Look for special words and time order words, gather all materials, and follow the directions in the order they are written.

Directions: The pictures below show step by step directions for making a mosaic. Beneath each picture, write the directions to replace each step. Be sure to use time order words.

Step 1: First, cut construction paper to fit the box top.

Step 2: Then, glue construction paper to the box top.

Step 3: Next, draw a simple picture on the construction paper.

Step 4: Then, cut small pieces from magazines into shapes.

Step 5: Next, glue the pieces onto the drawing and over the entire box top to make the mosaic.

Step 6: Finally, paint the sides of the shoebox and the top.

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TOPICS AND MAIN IDEAS

To find the topic of a paragraph, ask yourself what the paragraph is about. To find the main idea, look for the sentence that best tells about the topic.

Directions: Read each paragraph. Then, identify the topic, and the main idea of each of the paragraphs.

B[illegible] is a Bazillionaire" is a popular television game show. In the game, contestants answer questions on different topics. As they answer correctly, contestants reach different money levels and can use one of three lifelines to get help in answering questions. The characters host a bazillion dollars and Reggie Knights the engaging host, have made the show popular.

1. What is the topic of this paragraph? "Be a Bazillionaire"
2. Which sentence states the most important idea about the topic? "Be a Bazillionaire" is a popular television game show.

E[illegible] has seen "Celestial Wars," a classic movie loved by many generations. There are tons of exciting special effects and in some realistic space battles between the forces of good and evil. The story, about a father and son who battle against each other, is also memorable. "Celestial Wars" is one of the greatest and most well-known movies of all time.

3. What is the topic of this paragraph? "Celestial Wars"
4. Which sentence states the most important idea about the topic? "Celestial Wars" is one of the greatest and most well-known movies of all time.

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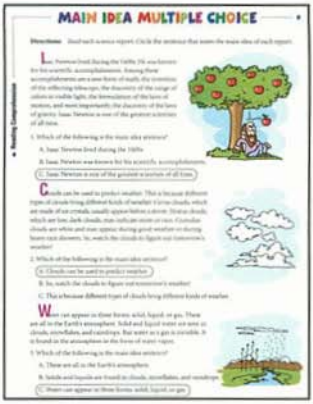

MAIN IDEA MULTIPLE CHOICE

Directions Read each science report. Circle the sentence that states the main idea of each report.

L. Sir Isaac Newton lived during the 1600s. He was famous for his scientific accomplishments. Among these accomplishments are a new form of math, the invention of the reflecting telescope, the discovery of the range of colors in visible light, the formulation of the laws of motion, and most importantly, the discovery of the laws of gravity. Isaac Newton is one of the greatest scientists of all time.

1. Which of the following is the main idea sentence?
   A. Isaac Newton lived during the 1600s.
   B. Isaac Newton was known for his scientific accomplishments.
   C. Isaac Newton is one of the greatest scientists of all time.

C. Clouds can be used to predict weather. This is because different types of clouds bring different kinds of weather. Cirrus clouds, which are made of ice crystals, usually appear before a storm. Stratus clouds, which are low, dark clouds, may indicate snow or rain. Cumulus clouds are white and may appear during good weather or during heavy rain showers. So, watch the clouds to figure out tomorrow's weather!

2. Which of the following is the main idea sentence?
   A. Clouds can be used to predict weather.
   B. So, watch the clouds to figure out tomorrow's weather!
   C. This is because different types of clouds bring different kinds of weather.

W. Water can appear in three forms: solid, liquid, or gas. These are all in the Earth's atmosphere. Solid and liquid water are seen as clouds, snowflakes, and raindrops. But water as a gas is invisible. It is found in the atmosphere in the form of water vapor.

3. Which of the following is the main idea sentence?
   A. These are all in the Earth's atmosphere.
   B. Solids and liquids are found as clouds, snowflakes, and raindrops.
   C. Water can appear in three forms: solid, liquid, or gas.

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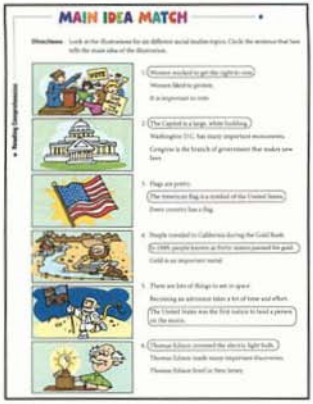

MAIN IDEA MATCH

Directions Look at the illustrations for six different social studies topics. Circle the sentence that best tells the main idea of the illustration.

1. Women worked to get the right to vote.
   Women liked to protest.
   It is important to vote.
2. The Capitol is a large, white building.
   Washington, D.C. has many important monuments.
   Congress is the branch of government that makes new laws.
3. Flags are pretty.
   The American flag is a symbol of the United States.
   Every country has a flag.
4. People traveled to California during the Gold Rush.
   In 1849, people known as forty-niners panned for gold.
   Gold is an important metal.
5. There are lots of things to see in space.
   Becoming an astronaut takes a lot of time and effort.
   The United States was the first nation to land a person on the moon.
6. Thomas Edison invented the electric light bulb.
   Thomas Edison made many important discoveries.
   Thomas Edison lived in New Jersey.

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WHAT'S THE MAIN IDEA!

Often the main idea of a passage is **stated** in a sentence. Sometimes, however, you have to figure out the **unstated** main idea by looking at important details.

Directions Read each paragraph. Then, write a sentence that states the main idea for each paragraph.

O. One of the most popular forms of entertainment today is playing computer games. Children are fascinated by these games. They are popular because they have incredible graphics, fun activities, and a wide variety of games.

Stated Main Idea: One of the most popular forms of entertainment today is playing computer games.

S. Most radio stations play music. Others play rock. Still others play country. Some stations just report the news and weather. What a lot of variety we get from radio!

Unstated Main Idea: Possible answer: There are a variety of listening options on the radio.

D. Do you have a hobby? One kind of hobby involves collecting things. Some people collect stamps. Others may collect dolls or stuffed animals. Many people collect and trade sports cards. Another kind of hobby involves building things. Some people build models of ships and airplanes from kits or build large structures from Legos. Other hobbies involve music, art, dance, and sports.

Unstated Main Idea: Possible answer: There are many kinds of hobbies.

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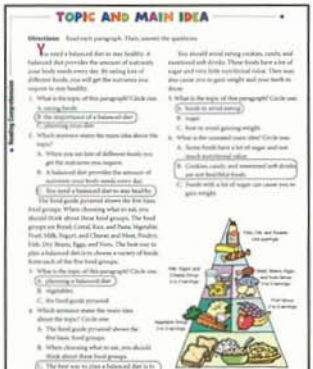

TOPIC AND MAIN IDEA

Directions Read each paragraph. Then, answer the questions.

Y. You need a balanced diet to stay healthy. A balanced diet provides the amount of nutrients your body needs every day. By eating lots of different foods, you will get the nutrients you require to stay healthy.

1. What is the topic of this paragraph? Circle one.
   A. eating healthy
   B. the importance of a balanced diet
   C. planning your diet
2. Which sentence states the main idea about the topic?
   A. When you eat lots of different foods you get the nutrients you require.
   B. A balanced diet provides the amount of nutrients your body needs every day.
   C. You need a balanced diet to stay healthy.

The food guide pyramid shows the five basic food groups. When choosing what to eat, you should think about these food groups. The food groups are Bread, Cereal, Rice, and Pasta; Vegetable; Fruit; Milk, Yogurt, and Cheese; and Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts. The best way to plan a balanced diet is to choose a variety of foods from each of the five food groups.

3. What is the topic of this paragraph? Circle one.
   A. planning a balanced diet
   B. vegetables
   C. the food guide pyramid
4. Which sentence states the main idea about the topic? Circle one.
   A. The food guide pyramid shows the five basic food groups.
   B. When choosing what to eat, you should think about these food groups.
   C. The best way to plan a balanced diet is to choose a variety of foods from each of the five food groups.

You should avoid eating cookies, candy, and sweetened soft drinks. These foods have a lot of sugar and very little nutritional value. They may also cause you to gain weight and your teeth to decay.

5. What is the topic of this paragraph? Circle one.
   A. foods to avoid eating
   B. sugar
   C. how to avoid gaining weight
6. What is the unstated main idea? Circle one.
   A. Some foods have a lot of sugar and not much nutritional value.
   B. Cookies, candy, and sweetened soft drinks are not healthful foods.
   C. Foods with a lot of sugar can cause you to gain weight.

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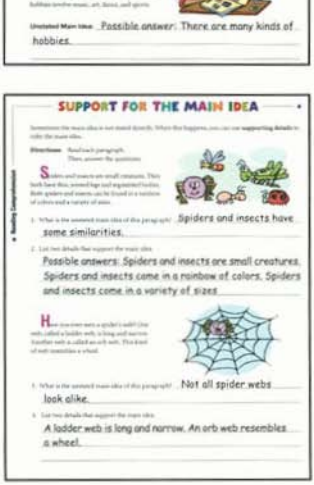

SUPPORT FOR THE MAIN IDEA

Sometimes the main idea is not stated directly. When this happens, you can use **supporting details** to infer the main idea.

Directions Read each paragraph. Then, answer the questions.

S. Spiders and insects are small creatures. They both have thin, armored legs and segmented bodies. Both spiders and insects can be found in a rainbow of colors and a variety of sizes.

1. What is the unstated main idea of this paragraph? Spiders and insects have some similarities.
2. List two details that support the main idea.
   Possible answers: Spiders and insects are small creatures. Spiders and insects come in a rainbow of colors. Spiders and insects come in a variety of sizes.

H. Have you ever seen a spider's web? One web, called a ladder web, is long and narrow. Another web is called an orb web. This kind of web resembles a wheel.

3. What is the unstated main idea of this paragraph? Not all spider webs look alike.
4. List two details that support the main idea.
   A ladder web is long and narrow. An orb web resembles a wheel.

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SOME DO—SOME DON'T

Writers include **details** to help readers understand the other ideas. Some details **support the main idea**. Other details may provide additional information or enhance the story but **do not support the main idea**.

Directions Read the paragraphs below. Then, answer the questions.

S. Snakes come in all shapes and sizes. Some snakes, such as tree snakes, have long and thin bodies. This helps them blend into their environment. Other snakes, such as sea snakes, are thicker from side to side than from front to back. This shape helps them move through the water. Some snakes are even short and stubby.

1. What is the main idea of the paragraph? Snakes come in all shapes and sizes.
2. List two details that support the main idea. Possible answers: Some snakes, such as tree snakes, have long and thin bodies.
3. Which details tell more about snakes but are not supporting details?
   This helps them blend into their environment. This shape helps them move through the water.

A. All mammals have fur or hair. These body coverings help keep mammals warm. Because mammals are warm-blooded, their body temperature stays about the same all the time, no matter what the temperature around them is. The fur of mammals keeps body warmth in and cold out.

4. What is the main idea of the paragraph? All mammals have fur or hair.
5. List two details that support the main idea. These body coverings help keep mammals warm. The fur of mammals keeps body warmth in and cold out.
   Because mammals are warm-blooded, their body temperature stays about the same all the time, no matter what the temperature around them is.

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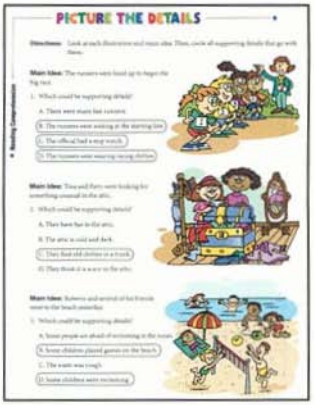

PICTURE THE DETAILS

Directions: Look at each illustration and main idea. Then, circle all supporting details that go with them.

Main idea: The runners were lined up to begin the big race.

1. Which could be supporting details?
   A. There were many fan cutouts.
   B. The runners were waiting at the starting line.
   C. The official had a stop watch.
   D. The runners were wearing racing clothes.

Main idea: Tina and Pam were looking for something unusual in the attic.

2. Which could be supporting details?
   A. They have fun in the attic.
   B. The attic is cold and dark.
   C. They find old clothes in a trunk.
   D. They think it is scary in the attic.

Main idea: Roberto and several of his friends went to the beach yesterday.

3. Which could be supporting details?
   A. Some people are afraid of swimming in the ocean.
   B. Some children played games on the beach.
   C. The water was rough.
   D. Some children were swimming.

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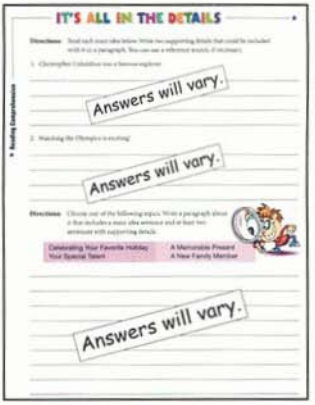

IT'S ALL IN THE DETAILS

Directions: Read each exact idea below. Write two supporting details that could be included with it in a paragraph. You can use a reference source, if necessary.

1. Christopher Columbus was a famous explorer.

Answers will vary.

2. Watching the Olympics is exciting.

Answers will vary.

Directions: Choose one of the following topics. Write a paragraph about it that includes a main idea sentence and at least two sentences with supporting details.

Celebrating Your Favorite Holiday	A Memorable Present
Your Special Talent	A New Family Member

Answers will vary.

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WHAT'S THE ORDER?

Directions: The sentences below are out of order. Put each group of sentences into a paragraph. Be sure the main idea sentence is first. The sentences with the supporting details should follow.

He began practicing and studying very hard.
That was the beginning of his professional career.
Itzhak Perlman's musical talent was realized when he was young.
When he was 13, he made an appearance on the *Ed Sullivan Show*.
At age four, his parents got him a violin.

Itzhak Perlman's musical talent was realized when he was young. At age four, his parents got him a violin. He began practicing and studying very hard. When he was 13, he made an appearance on the *Ed Sullivan Show*. That was the beginning of his professional career.

The Plains Indians learned quickly how to train horses, and they became excellent riders.
Eventually, horses came to symbolize wealth to the Plains Indians.
They also used horses to travel.
They used horses for hunting and were able to gather food more quickly than on foot.
Horses completely changed the lives of the Plains Indians.
Although Coronado brought horses to North America in the 1500s, tribes on the northern plains did not acquire them until the 1700s.
One chief owned more than one thousand horses.

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WHAT WILL HAPPEN?

Directions: Read each situation. Then, see what you know to make a prediction.

1. Predict what Mary Beth will do afterwards.

Possible answers: Mary Beth will do her homework promptly and not waste time on the computer if she wants to meet her friends; she will start doing her homework as soon as she gets home from school.

2. Predict the outcome when the Johnsons return from their trip.

Possible answers: the Johnsons will be upset to find their mailbox stuffed with letters and bills and newspapers piled up in their yard; the Johnsons will never hire Dennis to do anything for them again.

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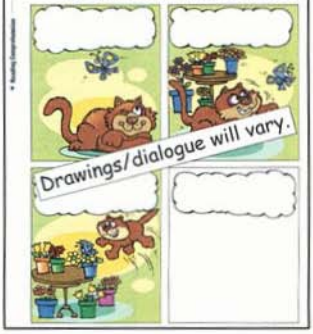

WHAT HAPPENS NEXT?

Directions: Do you like to read comic strips? Have you ever tried to predict the outcome before reading the last frame? Well, here's your chance to show what you know about cats, predict what will happen, and be an artist, too! Read the frames below. Then, draw the ending.

Drawings/dialogue will vary.

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I CONCLUDE . . .

Directions: When you read, you use information in the text as well as what you know to draw conclusions. Read the following facts and think about what you know. Make a checkmark next to the correct conclusion. Then, write another conclusion for each of the facts.

1. Dolphins sleep just under the surface of the water but come up for air at three to four minute intervals.

✓ Dolphins are not fish but mammals.

___ Dolphins are light sleepers.

Answers will vary.

2. Hydroponics, the cultivation of plants in water, was once used by the ancient Aztecs and Chinese, and is currently in use now in small or more greenhouses where the climate makes it impossible to grow plants outside.

✓ Hydroponics is not a new method of growing plants.

___ Hydroponics is an efficient method of plant cultivation.

Answers will vary.

3. Between 1950 and 1996, the population of New York City went from 7,891,957 to 7,380,906, while the population of Dallas went from 434,462 to 1,053,292.

___ New York City is one of the largest cities in the world.

✓ The population of a city can increase or decrease over time.

Answers will vary.

4. An elephant eats about 1/50 of its own body weight daily, while a mouse eats as much as its weight.

___ An elephant eats an enormous amount of food each day.

✓ A smaller animal such as the mouse eats more in relation to its size.

Answers will vary.

5. In less than a decade, the landfills in over half of the 50 states will be filled to capacity.

✓ We are running out of room for all the garbage we produce.

___ Landfills are not the best solution for disposing of garbage.

Answers will vary.

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YOU BE THE JUDGE

Directions: Read the following words or several "characters." Then, write words from the box that describe that character.

rude	discourteous
encouraging	sympathetic
helpful	scurpus
complaine	supportive
unfriendly	mean
troublesome	difficult

1. "Hear you said that new boy in math class?" one kicked boy. "I haven't really talked to him yet, but he sure looks like a wimp. Don't you agree?"
   Possible answers: unfriendly, mean
2. "You look like you're having a hard time with the last problem. Would you like some help?" asked Jackie. "I remember how fractions, decimals, and percents used to confuse me. Here, let me show you."
   Possible answers: helpful, sympathetic
3. "You can't make me do my homework if I don't want to!" screamed Alex, as he stomped off and locked over the wastebasket.
   Possible answers: troublesome, difficult
4. "All you need is a little more practice and you'll have it," said the coach. "I know you can do it. Don't give up now."
   Possible answers: encouraging, supportive
5. "What a dump this place is! Hey, you, I'm hungry. Get over here and take my order right now!" demanded Sydney.
   Possible answers: discourteous, rude
6. "Nothing ever goes right for me," whined Jessica. "I missed the bus this morning and had to walk. I lost my lunch money along the way, and now I can't find my English homework."
   Possible answers: scurpus, complainer

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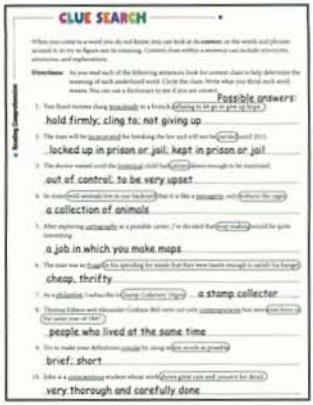

CLUE SEARCH

When you come to a word you do not know, you can look at the **context**, or the words and phrases around it, to try to figure out its meaning. Context clues within a sentence can include synonyms, antonyms, and explanations.

Directions: As you read each of the following sentences, look for context clues to help determine the meaning of each underlined word. Circle the clues. Write what you think each word means. You can use a dictionary to see if you are correct.

Possible answers:

1. Two fixed victims clung tenaciously to a branch, refusing to let go or give up hope.
   hold firmly; cling to; not giving up
2. The man will be incarcerated for breaking the law and will not be released until 2015.
   locked up in prison or jail; kept in prison or jail
3. The doctor warned until the hysterical child had calmed down enough to be examined.
   out of control; to be very upset
4. In zoos, wild animals live in our backyard that is like a menagerie, and displays the cage.
   a collection of animals
5. After exploring cartography as a possible career, I've decided that map making would be quite interesting.
   a job in which you make maps
6. The man was so frugal in his spending he made that they were hardly enough to satisfy his hunger.
   cheap, thrifty
7. As a philatelist, I collect the stamp. Collectors, Digest.
   a stamp collector
8. Thomas Edison and Alexander Graham Bell were our only contemporaries but were born in the same year of 1847.
   people who lived at the same time
9. Try to make your definitions concise by using as few words as possible.
   brief; short
10. John is a conscientious worker whose work shows great care and concern for detail.
    very thorough and carefully done

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A FITTING CHOICE

Directions: Read each sentence. Look at the three words choices. Use context clues to help you choose the correct word to complete the sentence. Write it on the line.

1. The chef prepared a ...scrumptious... meal that absolutely everyone enjoyed.
   scrumptious — scratches — sprinkle
2. The test was extremely difficult to read and beyond my ...comprehension...
   communication — complain — comprehension
3. High wire performers have a rather precarious job when you consider what could happen if they should fall.
   previous — pressure — precarious
4. It was with great reluctance that John agreed to take on such a dangerous job.
   negotiable — reluctance — receive
5. The ...velocity... of light is approximately 186,300 miles per second.
   velocity — velvety — victory
6. The judge issued a warrant allowing the police to search the building.
   wear — wafer — warrant
7. It is an absurd idea and obviously untrue.
   absent — absorb — absurd
8. Marie's tale of her journey through South America made an interesting, narrative.
   narrow — talent — narrative
9. The wolves attacked their prey with such a ferocity that it was difficult for some of us to observe.
   family — ferocity — fever
10. Cleaning dead remains of dinosaurs is a laborious task, a work requiring time, skill, and patience.
    laboratory — laboratories — labors

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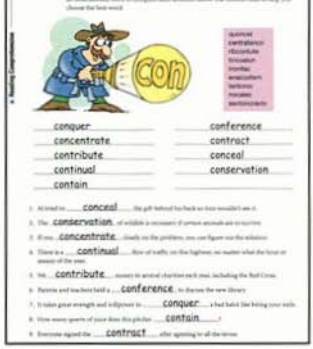

CONTEXT CLUES SCRAMBLE

Directions: Unscramble the following words. (Hint: All of the words begin with **con**.) Then, write an correct word to complete each sentence below. Use context clues to help you choose the best word.

conquer	conference
concentrate	contract
contribute	conceal
continual	conservation
contain	

1. At least we ...conceal... the gift behind his back so Ben wouldn't see it.
2. The ...conservation... of wildlife is necessary if certain animals are to survive.
3. If you ...concentrate... closely on the problem, you can figure out the solution.
4. There is a ...continual... flow of traffic on the highway, no matter what the hour or season of the year.
5. We ...contribute... money to several charities each year, including the Red Cross.
6. Parents and teachers held a ...conference... to discuss the new library.
7. It takes great strength and willpower to ...conquer... a bad habit like biting your nails.
8. How many quarts of juice does this pitcher ...contain...?
9. Everyone signed the ...contract... after agreeing to all the terms.

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TO BE MORE PRECISE

Directions: Complete the sentences for each dictionary entry to show how each word is used. Be sure to include explanations, antonyms, and synonyms as context clues in your sentences.

as not since (ə nŏt′ ĭnsĭ′) *help; aid.*

Without your assistance, ...

chron i cle (krŏn′ ĭ kəl) *record of events in the order in which they happened; history; story.*

The registrar kept a chronicle ...

cou ra geous (kə rā′ jəs) *brave; fearless; full of courage.*

The courageous knight ...

de mol ish (dĭ mŏl′ ĭsh) *destroy; pull or tear down.*

The old building was demolished ...

death (dĕth) *the act of dying; the end of life; death; the state of being dead.*

The woman deathfully shared the death news by ...

gen e rous (jĕn′ ər əs) *of being generous; unselfishness; willingness to share.*

As the result of their neighbor's generosity, ...

gro tesque (grō tĕsk′) *unnatural in shape, appearance, or manner; fantastic; odd.*

The book is filled with pictures of grotesque creatures and other ...

uni (ū′ nē) *(Uni) n. (Uni, a trade mark) Brand; underwear.*

The carpenter needed sturdy ...

Answers will vary.

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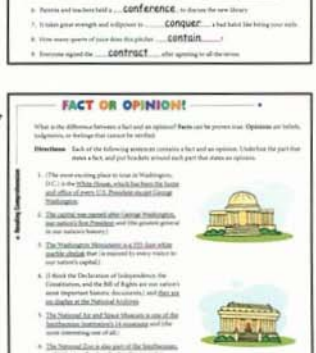

FACT OR OPINION!

What is the difference between a fact and an opinion? **Facts** can be proven true. **Opinions** are beliefs, judgments, or feelings that cannot be verified.

Directions: Each of the following sentences contains a fact and an opinion. Underline the part that states a fact, and put brackets around each part that states an opinion.

1. (The most exciting place to tour in Washington, D.C.) is the White House, which has been the home and office of every U.S. President except George Washington.
2. The capital was named after George Washington, our nation's first President and (the greatest general in our nation's history.)
3. The Washington Monument is a 555-foot white marble obelisk that (is respected by many visitors to our nation's capital.)
4. (I think the Declaration of Independence, the Constitution, and the Bill of Rights are our nation's most important historic documents,) and (they are on display at the National Archives.)
5. The National Air and Space Museum is one of the Smithsonian Institution's 16 museums and (the most interesting one of all.)
6. The National Zoo is also part of the Smithsonian, and (it's a terrific place for families to visit.)
7. (The Lincoln Memorial is a beautiful monument,) and it includes a gigantic statue of Abraham Lincoln, our 16th President.
8. The dome of the Capitol is visible from many parts of the city and (is a spectacular sight.)
9. There is an exhibit for children every eight years old at the U.S. Holocaust Memorial Museum called David's Story but (I think everyone should see it.)
10. The National Gallery of Art, located on the Mall, (without a doubt the world's greatest art museum.)

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SCRAMBLED SENTENCES

Directions: Unscramble each sentence below. Write it correctly on the line. Then, if the sentence is a fact, write F. If it is an opinion, write O.

1. F. U.S. Presidents Virginia eight in were born. Eight U.S. Presidents were born in Virginia.
2. O. Mount Rushmore everyone should to see South Dakota to go. Everyone should go to South Dakota to see Mount Rushmore.
3. O. can get sandwiches these great steak cheese sandwiches only in Philadelphia. You can get great cheese steak sandwiches only in Philadelphia.
4. O. vacation winter trips best the Colorado place is to spend. Colorado is the best place to spend your winter vacation.
5. F. Mt. McKinley is the Alaska's United States point highest in. Alaska's Mt. McKinley is the highest point in the United States.
6. O. parks visit Utah's everyone all visitors really. All visitors really enjoy Utah's awesome parks.
7. F. is smallest state in Rhode Island the. Rhode Island is the smallest state in area.
8. O. thinks everyone that spectacular Yellowstone Park. Everyone thinks that Yellowstone Park is spectacular.
9. F. only state on the North America is Hawaii the. Hawaii is the only state not on the mainland of North America.
10. F. Delaware was the first state to join the Union. Delaware was the first state to join the Union.
11. O. beaches nicest the state coastal of all the Florida. Florida has the nicest beaches of all the coastal states.

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JUST THE FACTS, PLEASE

Directions: Read Rodin's paragraph. Underline each sentence that states an opinion rather than a fact. Then, for one valid and faulty opinion. Opinions are considered valid if they are supported by facts and faulty if they are not.

There are some really goofy laws still on the books in cities and towns throughout the United States. Many of these laws were passed a long time ago. Why they were passed in the first place is beyond me! People back then must have had some strange ideas about right and wrong.

In New Jersey, for example, it is against the law to sleep your soap in a public restaurant, and in the city of Newark, you must have a written note from your doctor if you want to buy ice cream after 6:00 P.M.!

If you happen to live within the city limits of Flowery Branch, Georgia, you had better not yell, "Snake!" Kids who live in Minneapolis, Minnesota, will like this one! Also, especially if they don't have a dishwasher. You see, it's against the law to wipe dishes dry. The lawmakers believed that dishes should drip dry. If you are a boy or Pulaski, Illinois, watch out where you throw snowballs! It's against the law for you to throw them at cows. I suppose it's okay for girls to throw snowballs though because they weren't mentioned in the law. That's really unfair.

Now here's another, you'll enjoy. I'm sure you'll agree that most little kids like lollipops. Well, some what if you live in Spokane, Washington, you are not allowed to buy a lollipop if you are a child. It's the law! If your family can drive off to an offshore duty-free market, Grants Pass, Washington, do not the place to be. There is a one dollar fine for every drop your car makes on the pavement. Speaking of cars, if you like cotton, don't get caught rooting there if you are riding in a car in Norman, Oklahoma. It's against the law.

Now here's the last one. In Waterloo, Illinois, it's against the law to take your shoes off in a theater if your feet smell!

Valid Opinion Possible answers: There are some really goofy laws still on the books; People back then had some strange ideas about right and wrong.

Faulty Opinion Possible answers: Why they were passed in the first place is beyond me; Now, here's another one you'll enjoy; I'm sure you'll agree that most kids like lollipops; Now here is the best one.

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IS THAT A FACT?

Directions: Read each statement and write IF if it states an opinion or F if it states a fact. Then, give a reason for each answer.

1. O. The most impressive view of China's Great Wall is from a space shuttle as it orbits Earth.
   People will have different opinions about which view of the wall is most impressive.
2. O. Built between 400 B.C. and A.D. 1600, the Great Wall was the greatest engineering feat of humans.
   Other things constructed during that time period might be considered to be greater engineering feats.
3. F. The Great Wall is the longest man-made structure in existence, with the main part stretching over 2,150 miles.
   The length of the Great Wall can be measured.
4. F. If you include the Great Wall's side sections and spurs, you can add another 1400 miles of wall to its total length, making it as long as the Nile River.
   The sections and spurs can be measured, then compared to the actual length of the Nile River.
5. O. The Chinese should rebuild all the sections of the Great Wall that have crumbled over the centuries.
   This is a matter for the people of China to decide.
6. O. Everyone says that the Great Wall is China's greatest national treasure.
   There is no way to prove what everyone says about the wall, and China has other great treasures like the Imperial Palace.

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THEN AND NOW

You compare in three ways things are alike. You contrast to show how they are different. You can compare and contrast things, ideas, facts, people, or stories. There are some clue words you can use to show readers that you are comparing or contrasting things.

similarly, likewise	in the same way	however	opposite
like	and	in contrast	different from
in addition	also	but	on the other hand
	or	rather	

Directions: Read the following passage. Then, write three sentences that compare and three sentences that contrast the one room school of the 1800s and your school today. Use clue words from the box.

Imagine that you live in a rural America in the 1800s. Chances are you attended a one room school with your brothers, sisters, and friends. There is only one teacher and she teaches all the grades. Your teacher doesn't stand for any nonsense either; she is a very strict disciplinarian. She has to be with all children in one room, reading, writing, and arithmetic, are the main subjects. You spend a lot of time memorizing because that is the method of learning. Everyone learns to read using McGuffey's Eclectic Reader. These readers emphasize patriotism. Your teacher also stresses that we are good American, you must work hard and be honest, thrifty, and courageous.

Compare Possible answers: We learn reading, writing, and arithmetic which is similar to the past; my teacher doesn't stand for much nonsense like teachers in the past; I'm in a class with friends like children in the past.

Contrast Possible answers: Unlike the past, where all grades were in one class, my school has different classes for each grade; In the past, there were 60 children in a class but in my class there are only 25 children; In the past they read the Eclectic Reader, That's different from today because we read all kinds of books about many subjects.

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COMPARE! CONTRAST! CHOOSE!

Directions: Kelly wants to buy a bike and has saved $125. He found some information about one bike from a company online. He also can see an ad from the newspaper for a similar bike. Help Kelly compare and contrast the two bikes. Complete the chart.

Rally Boy's Mountain Master

When it comes to bicycles for active, hard-playing boys, ages 10–14, comfort and safety are essential. This yellow and black 24" wheel Mountain Master offers both and is sure to please both parents and kids. It features a unique trimmed frame that makes getting on and off a snap, a large handlebar guard, alloy hubs and rims, and many other dependable components. A 21-speed drive train makes riding effortless.

The new shifters come equipped with an easy-to-read gear display so let you know what gear you're in. Top notch frame pull brakes allow young riders to stop when they need to. The 1.95 inch all-terrain tires perform well on any surface. Your cost is only $229.99.* *Price does not include shipping. Contact 10 working days for available sizes.

FOR SALE

Used boy's 24" blue Rally Mountain King bike. 21-speed, easy-to-read gear shift display, pull brakes, large handlebar guard and an extra set of 1.95 all-terrain tires. Just a year old and like new. Perfect for a 10- to 14-year-old boy. Come and check it out. Take it for a spin around the block. Asking only $100. Call 555-1234 for more details.

Compare

Rally bikes	same size
Similar features	for riders 10-14

Contrast

black and yellow	blue
$229.99 + shipping	$100
new	used
assembly required	ready to ride
can't test ride	can test ride
doesn't come with an extra set of tires	comes with an extra set of tires

Answers will vary.

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CATS AND DOGS

Directions: Maggie is comparing and contrasting her cat Spike and her dog Fritz. Here's her chart.

	SPIKE	FRITZ
Tricks	does nothing on command	fetches, sits, shakes, begs
Destructiveness	chews furniture and drapes	chews shoes, slippers, and anything left around
Food	eats only one kind of cat food and only when he feels like it	eats anything and everything edible including stuff I don't like
Grooming	loves to be brushed	loves to be brushed
Breath	not too bad if you like fish which I don't	bad enough to knock you out
Friendliness	cuddly only when he wants to be cuddled	always happy, wagging tail, licking my face, wanting to play
Vet Visits	could not care less	has to be dragged through the door

1. Use Maggie's chart to explain how Spike and Fritz are alike. Both animals are destructive, like to be brushed, and have breath that is often bad.
2. Use Maggie's chart to explain how Spike and Fritz are different. Fritz does tricks, while Spike does not; Fritz is not a finicky eater like Spike; Fritz is friendly all the time, unlike Spike; Fritz does not like going to the vet, whereas Spike doesn't mind.

Do you think one makes a better pet than the other? Why or why not?

Answers will vary.

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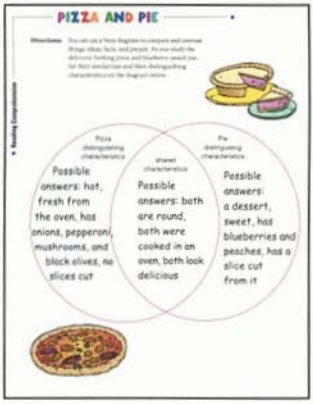

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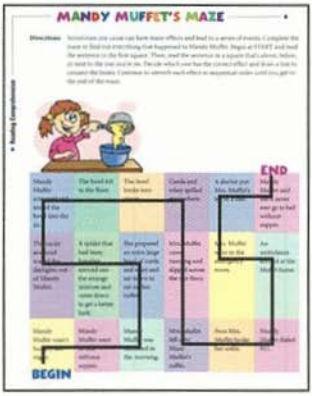

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WRITING IN BLOOM

Reading Comprehension

Directions: Read each passage and write the author's purpose. Write **persuade**, **inform**, or **entertain** on the line below each text.

If you were lucky in your spring garden, the best time to plant them is in the fall. It was one fig a little, you can plant baby bulbs. First, when you are choosing your bulbs, pick them a good squeeze. If the bulb is soft, don't choose it. Only choose

inform

There's only one place to buy fresh flowers. Mary Street Florists has the best seasonal flowers! They prices are the lowest. Last week, I bought a bouquet of daisies and it cost only $6.50. A week later, the daisies still look as fresh as the day they were picked. Whenever I need flowers, I go to Mary Street Florists. You should too!

persuade

When you want to get a vine for your wall, you should get a dogwood. Every spring it blooms beautiful white or pink flowers. When the flowers fall off, you have pretty green leaves all summer and fall. These isn't a prettier vine in the branch.

persuade

To get to the Botanical Garden, go to the town square. Walk three blocks north on Main Street, then take a right onto Dudson Street. Walk for another two blocks, cross the footbridge, and enter

inform

When I was a child, my mother would read me stories about Peter Rabbit. We would always hope for Peter to get out of the garden safely. I thought that Mr. MacGregor was nothing but a mean old man! Dad would cross her when Mr. MacGregor appeared in the story. But when we dad started

entertain

The easiest place to plant the tree is outside your kitchen window. This way you can see it every day while you eat. There is no better tree for your yard than the dogwood.

McFeeler Park. The Botanical Garden is at the farthest end of the park, about a five minute walk along the main path.

but own garden is the backyard. I was in for a surprise — he started acting just like Mr. MacGregor! Whenever he saw a rabbit in a squirrel were the garden, he would shout and chase it away like a maniac.

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PLOT IT OUT

Reading Comprehension

Directions: The writers at the hit TV show "Maddie's Way" ran out of time before they could finish writing next endings for the show. Read each storyline. Then, infer what's missing and write it on the line.

Answers will vary.

Maddie's Apples

- First, Maddie gets apple picking with friends.
- Then, she brings her apples home to make a pie.
- But Maddie is not allowed to use a sharp knife.

Accept all reasonable answers about how she gets someone to help her cut the apples.

- Finally, she makes the apple pie.

Maddie's Report

- Maddie needs to write a report.
- She decides to write her report about bears.
- She checks her books, but none of them have enough information.
- She asks several grown-ups, but they can't help her.
- She turns in her composition.

Accept all reasonable responses about how she does research on the computer.

- Maddie gets an "A" on her report.

Maddie Has a Fight

On Monday, Maddie took her friend's pencil.

- On Tuesday, Maddie's friend isn't talking to her.
- They don't eat lunch together or play after school.
- On Wednesday, Maddie apologizes for taking Kristi's pencil.
- The girls play together after school.

Maxwell Makes Mischief

- Maddie must babysit her her 4-year-old brother, Maxwell, until her mom gets home from work.
- Maddie gets a phone call.
- While Maddie is on the phone, Maxwell makes mud pies in the living room.
- Maddie gets upset when she sees the mess. She doesn't want her mom to get mad.

Accept all reasonable responses about how Maddie and/or her brother clean up the mess.

- "I'm so proud of you," says Maddie's mother. "You kept your brother out of trouble for two whole hours!"

page 102

SCORE ONE FOR SOCCER!

Reading Comprehension

Directions: Read the article. Then, use inference to answer the questions at the bottom of the page. Write short answers for questions 1–3 and circle the correct letter for questions 4 and 5.

Where you think of the word "football," you probably think of big men in shoulder pads running around with an oval-shaped ball. But for many people outside the United States, "football" means soccer! More than 250 million people from over 150 countries all over the world play soccer.

Soccer teams representing different nations compete every four years in the World Cup. The competition is held in a different country each time. In 1998, the World Cup was held in France. There, two teams from 32 different countries competed. But in the end, the French team won!

The United States competes in the World Cup, too, but it also has a soccer league in which teams from different American cities play. The Major Soccer League's season usually runs from March to November, and many cities such as New York, Chicago, Los Angeles, and Washington, D.C., have their own teams. In the first game, 32 teams participate in the Major Soccer League.

American kids play soccer, too. Over 15 million American kids play, and it is second in popularity only to basketball among kids aged 6 to 15.

1. In which of these years will a World Cup be held—2006 or 2008? How do you know?

A World Cup will be held in 2006, we know this because one World Cup was held in 1998 and the competition takes place every four years.

2. What is currently more popular worldwide—American football or soccer?

Soccer is more popular.

3. From this article, you can infer that

a) the World Cup takes place every five years

b) there are currently 32 teams in the Major Soccer League

c) soccer is growing in popularity in the United States

d) soccer will never be popular in the United States

4. You can also infer that

a) if soccer becomes more popular in the United States, football will become less popular

b) the World Cup is always held in France

c) the Major Soccer League was founded in 1996

d) football isn't as popular as soccer among American kids

page 103

THE NEW OUTFIT

Reading Comprehension

When you **predict**, you tell what you think will happen next. Predictions are based on things that have already happened.

Directions: Read each paragraph. Answer each set of questions. Then, write your own ending to the story.

Mrs. Hughes and her mother are shopping for a new outfit for a party at her father's office. Her father's boss will be there so it's important that Millie look nice. In the first store, Millie's mom chooses a dress with big flowers. All over it and a frilly white collar. The dress Millie picks is simple, black, and very short. Her mom looks at the black dress and raises her eyebrows.

Answers will vary, but

1. What will happen next? should indicate that Millie's mom does not like the dress that Millie picked.

2. What makes you think so? Millie's mom raised her eyebrow.

Millie and her mom disagree. Millie says she will not wear the flowered dress. Millie's mom says she can't wear the black dress. Then Millie's mom has a suggestion.

Answers will vary, but

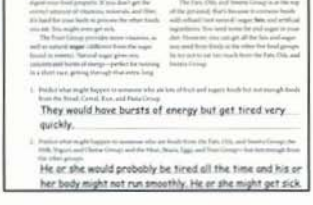
3. What will the suggestion be? it's likely that Millie's mom will suggest that they keep looking and/or go to another store.

4. What makes you think so? If they can't agree on the black dress or the flowered dress, then they must keep looking.

Millie's mom suggests that they go to another store and try to find an outfit they can agree on. At the next store, Millie looks for a dress that isn't so short. Millie's mom looks for a dress that doesn't have a frilly white collar. When they meet at the dressing room, they are both looking the same thing!

5. What will happen next? Millie and her Mom will probably agree to get the new dress.

page 104



TO YOUR HEALTH!

Reading Comprehension

Directions: Read the following passage and look at the food pyramid shown on page 73. Then, answer the questions at the bottom of the page.

Have you ever skipped a meal and regretted it later? Have you ever felt tired or sluggish after taking junk food? Most of us can say "yes" to at least one of these questions. That's why it is so important that we use the food pyramid to help us eat properly.

The group at the bottom of the food pyramid is called the Bread, Cereal, Rice, and Pasta Group. Foods in this group contain **carbohydrates**, which give us energy. Foods high in carbohydrates are low in sugar, such as rice, whole bread and pasta, and low sugar cereals, give you lasting energy for school, play, and other activities.

The Vegetable Group is also important, vegetables contain **vitamins** and **minerals** to keep your body running smoothly and **fiber** to help digest your food properly. If you don't get the correct amount of vitamins, minerals, and fiber, it's hard for your body to process the other foods you eat. You might even get sick.

The Fruit Group provides more vitamins, as well as natural **sugar** (different from the sugar found in sweets). Natural sugar gives you concentrated bursts of energy—perfect for running in a short race, getting through that extra long homework assignment, or keeping you from being hungry until dinnertime.

The Meat, Beans, Eggs, and Nuts Group is important because foods from this group give you the vitamins and minerals you need, as well as **protein**. Proteins are called the "building blocks" of life. They help strong muscles and organs, as well as keep your body strong to fight off diseases. Even if you eat lots of carbohydrates and natural sugars, you would still get tired quickly if you weren't getting enough protein.

The Milk, Yogurt, and Cheese Group provides protein and **calcium** for strong bones and teeth. Your bones and teeth have to last your entire life, so you need to get enough calcium to keep them healthy (you know old age).

The Fats, Oils, and Sweets Group is at the top of the pyramid. Foods in this group contain foods with refined (not natural) sugar, **fats**, and artificial ingredients. You need some fat and sugar in your diet. However, you can get all the fats and sugar you need from foods in the other five food groups. So try not to eat too much from the Fats, Oils, and Sweets Group.

1. Predict what might happen to someone who ate lots of fruit and sugary foods but not enough foods from the Bread, Cereal, Rice, and Pasta Group.

They would have bursts of energy but get tired very quickly.

2. Predict what might happen to someone who ate foods from the Fats, Oils, and Sweets Group, the Milk, Yogurt, and Cheese Group, and the Meat, Beans, Eggs, and Nuts Group—but not enough from the other groups.

He or she would probably be tired all the time and his or her body might not run smoothly. He or she might get sick.

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EXTRA! EXTRA!

Reading Comprehension

Directions: The following are opening sentences for articles that appeared in the most recent editions of Adventurous Monthly. Read each one and predict the purpose of the article. Write **persuade**, **inform**, or **entertain** on the line.

There's no doubt in my mind that Michael Jordan is the best basketball player that has ever lived.

1. persuade

On Friday night, the Town Council voted unanimously to create a scholarship fund to send Mercer's brightest students to college.

2. inform

Everyone has been wondering about our town's newest, most famous resident, comedian Nick Anderson. Well, Nick took me on a tour of his multi-million dollar estate today, and what he showed me made me laugh so hard my stomach hurt. Wait until you hear about Nick's collection of homemade cartoon memorabilia!

3. entertain

Café de Cyclone, located at 10 Main Street, serves light French food at reasonable prices.

4. inform

Some people are the solution to Mercer's little problem is to spray a deadly insecticide. But why risk poisoning our pets, the environment, and even ourselves? I have a better plan: by getting rid of the unwanted beetles, and not only is it safer for the environment but it won't cost the mosquitoes any money.

5. persuade

Six houses have been burgled (and counting) the town's Neighborhood Watch program was formed last Saturday according to Police Chief Carmen Delano.

6. inform

As mayor of this town, Bob Thorpe has done nothing but deceive people. Mike Fernandez is an honest and hard-working alternative to Mr. Thorpe, and everyone should vote for him on Election Day.

7. persuade

How is it that this town can raise thousands of dollars for the Mercer-Ole High boys' basketball team but the desperately winning girls' team can't even afford new uniforms? It's time for Mercer-Ole to give female athletes the respect they deserve!

8. persuade

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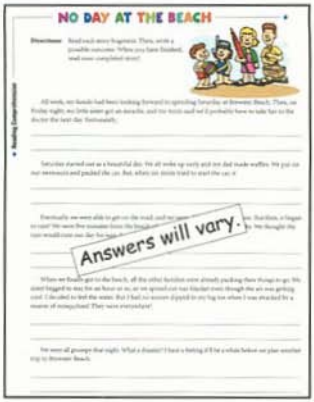


NO DAY AT THE BEACH

Directions: Read each story beginning. Then, write a possible outcome. When you have finished, read your completed story!

All week, our friends had been looking forward to spending Saturday at Bowser Beach. Then, on Friday night, we little sister got an earache, and we knew we'd probably have to take her to the doctor the last day. Fortunately,

Saturday started out as a beautiful day. We all woke up early and we had made waffles. We put on our swimsuits and packed the car. But, when we went to start the car, it

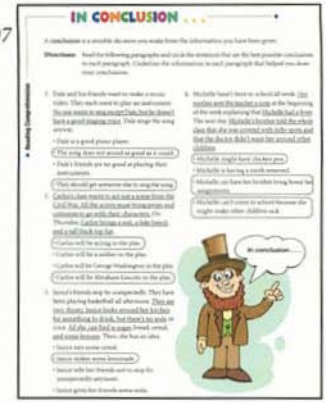
Eventually we were able to get on the road and we [illegible] Bowser. Unfortunately, it began to rain! We were five minutes from the beach when [illegible] We thought the rain would come our day for sure.

Answers will vary.

When we finally got to the beach, all the other families were already packing their things to go. We were begged to stay for an hour or so, as we spread out our blanket even though the air was getting cool. I decided to bid the water. But I had no reason dipped in my leg no when I was attacked by a swarm of mosquitoes! They were everywhere!

We were all grumpy that night. What a disaster! I have a feeling it'll be a while before we plan another trip to Bowser Beach.

page 107



IN CONCLUSION . . .

A conclusion is a sensible decision you make from the information you have been given.

Directions: Read the following paragraphs and circle the sentences that are the best possible conclusions to each paragraph. Underline the information in each paragraph that helped you draw your conclusions.

1. Dale and his friends want to make a music video. They each want to play an instrument. Do you want to sing along? Dale has his band! Jack's good singing voice. Dale sings the song anyway.
   - Dale is a good piano player.
   - The song does not sound as good as it could.
   - Dale's friends are not good at playing their instruments.
   - They should get someone else to sing the song.
2. Carlos's class wants to act out a scene from the Civil War. All the scenes must be grammar and connected to an with their characters. On Thursday, Carlos brings a vest, a tube hat, and a tall black top hat.
   - Carlos will be acting in the play.
   - Carlos will be a soldier in the play.
   - Carlos will be George Washington in the play.
   - Carlos will be Abraham Lincoln in the play.
3. Jerrod's friends stop by unexpectedly. They have been playing basketball all afternoon. They are very thirsty. Jerrod looks around but he has to do something to drink, but there's no soda in sight. All the cars had to wages bread, cereal, and some bananas. Then, she has an idea.
   - Jerrod runs some cereal.
   - Jerrod makes some lemonade.
   - Jerrod asks his friends not to stop by unexpectedly anymore.
   - Jerrod gives his friends some soda.
4. Michelle hasn't been to school all week. She wonders aloud to her teacher a note at the beginning of the week explaining that Michelle had a fever. The next day, Michelle's brother told the whole class that she was covered with itchy spots and that the doctor didn't want her around other children.
   - Michelle might have chicken pox.
   - Michelle is having a tooth removed.
   - Michelle can't have her broken bring home her assignments.
   - Michelle can't come to school because she might make other children sick.

page 108

THE LADY WITH THE LAMP

Directions: Read the article below. Then, answer the questions.

Do you recognize the famous lady shown here? She is the Statue of Liberty, one of the most famous statues in the world. She has been an important symbol for immigrants to the United States for over 100 years.

France gave the statue to the United States as a gift in the late 19th century. It was designed by French artist Frederic Auguste Bartholdi and was constructed from tons of copper and iron. The statue was erected in New York Harbor in 1886, and, with its pedestal, it stands over 306 feet tall—making it also one of the largest statues in the world.

Millions of immigrants have passed the Statue of Liberty on their way to new lives in the United States. More than 12 million people were granted by "The Lady With the Lamp" between the years of 1892 and 1924 alone!

Most of these people stopped at Ellis Island, a large immigration center near the statue. Important information was recorded there such as the names, occupations, and original nationalities of the immigrants. The immigration center was closed in 1954, but now there is a museum there. And people from all over the world are still greeted by the Statue of Liberty when they enter New York Harbor.

In 1903, Emma Lazarus wrote a poem to describe the Statue of Liberty and what it meant to the people who had passed it on their way to America. In the poem, the statue says "with silent lips".

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, the tempest-tossed, to me:
I lift my lamp beside the golden door.
—from "The New Colossus"

1. What do you think the Statue of Liberty is a symbol of? Use examples from the article to support your responses.

   Answers will vary.

2. Answers will vary, but may include: "Golden door" referred to Ellis Island, New York Harbor, or New York in general as the entrance to the United States for millions of people. This entrance was considered "golden" because it was the final passage into a country that promised a better life.

page 109

ATHLETE MIX-UP

Directions: Read each description of an athlete. Draw a conclusion about what type of athlete is described. Write your answers on the lines.

1. My sport can be played outside or inside. I don't usually play on a team, but, sometimes, I have a partner. I have to hit a ball over a net, but not with my hands. Once I pulled a muscle while practicing my killer serve.

   I'm a ____tennis player____

2. My sport is almost always played outside. I don't play on a team. I have to hit a ball over and over again, but not with my hands. My dream is to someday make a "hole-in-one." I can take a cart instead of walking to get from one part of the course to another.

   I'm a ____golfer____

3. My sport is always played inside. It involves trying to knock over pins. I don't have to wear a uniform when I compete in my sport, but I do have to wear special shoes. I am happy when I make a "strike."

   I'm a ____bowler____

4. My sport is played outside by teams. There are lots of skills involved in my sport: kicking, throwing, catching, and running. Some of my teammates are pretty big, especially the linebacker. He looks even bigger when he's wearing his uniform and all his padding.

   I'm a ____football player____

5. When I was a little kid, I fascinated about swinging through the trees like a monkey. Now, I can swing, jump, dance, and do flips, too. My sport is usually played inside. I practice my routine and try to be graceful. I will surprise the judges on competition day.

   I'm a ____gymnast____

6. My sport can be played outside or inside. However, it can't be played outside when the weather is cold. I go fast by kicking my legs as I pull with my arms. Sometimes, I race against other people, and, sometimes, I race against the clock. In long races, I have teammates who take over when I have finished my laps.

   I'm a ____swimmer____

7. Look, my hands ended in my sport! I am not allowed to touch the ball with my hands. I really think it, but I can because it off my head, too. I run from one end of the field to the other, trying to get the ball past the goalie and into the net.

   I'm a ____soccer player____

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THE MISSING PAINTING

Directions: Read the following scenario and answer the questions.

Detective Doubtfire couldn't sleep. He [illegible] "And you didn't see or hear anything strange

1. He knows that she is lying because she said she saw Fred at the Post Office the day after the robbery, which must have been a Sunday, but the Post Office isn't open on Sundays. Also, she said that the gardener had to take her daughter to school that day, but there is definitely no school on a Saturday in July.

2. Answers will vary, but may include: Miss Rappaport probably made up the whole story about the painting being stolen. There's no evidence and she's trying to blame it on everyone else.

[illegible] Detective Doubtfire angrily, "Just you're the one who's lying!"

1. Why does Detective Doubtfire say that Miss Rappaport is lying? _____

2. What do you think happened to the painting? What makes you think so? _____

3. On another sheet of paper, write a conclusion to the story.

page 111

ONE WILD RIDE

You can use details from your reading to make judgments, or educated opinions, about what you have read.

Directions: Callie and Ryan are having an argument about amusement park rides. Use details from the argument to make your own judgment about which ride is better.

Callie and Ryan went to the park together. They agreed to go on the best ride first. But they had a decision to make. They could go to the Ultimate Scream Machine roller coaster or to the Wild Rapids water slide.

"Oh, let's go on the roller coaster first," said Callie.

"No way. Let's go on the best ride here, the water slide!" said Ryan.

"How can you possibly think the water slide is the best ride? The roller coaster not only goes higher than the trees, but you also flip upside down twice!" Callie said.

"The water slide is not so tired. It takes almost three minutes to climb the stairs up to the very top. The best part is there's no turning around once you get up there!" Ryan explained.

"Well, since you think the roller coaster has stopped, you have to do the entire ride backwards. Besides, while you wait to ride, you get to listen to everyone screaming while they are on the ride," Callie said.

"I'm sorry, I don't like anything more than enjoying down a slide and flying through a huge tube into a pool," Ryan said.

1. What details does Callie give to make her argument? It goes higher than the trees. You flip upside down twice. You do the ride backwards. You get to listen to everyone scream.
2. What details does Ryan give? It takes three minutes to climb to the top. There's no turning around when you get there. It's very exciting to push off and go down the slide.
3. Whose argument is stronger? What makes you think so? Answers will vary.
4. What is your own favorite ride? Why? Answers will vary.

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A NEW MOVIE THEATER

Mrs. Lillian Tataki, a concerned mother

Angela Ardsley, a resident of Park Street

Walter Little, President of the Oakdale Historical Society

Theodore T. Theobus, Mayor

page 113

FACTS TO BACK IT UP

This article is not objective, because many of the statements in it are based on the author's opinion.

Answers will vary.

page 114

TO GET THE VOTE

to inform

Possible answer: Women in the United States fought for the right to vote for a long time before they were granted it in 1920.

Answers will vary, but may include: Women could not own property, educate themselves, or get most jobs. Activists probably thought that if women could vote, they would change laws to give women other rights.

page 115

BESTSELLER SUMMARIES

Cowboys of the Wild West

This summary is missing the topic of the book and details about the plot, such as who the important characters are.

The Impressionists

This summary is missing the main idea of the book and also important supporting details.

Little House on the Prairie

This summary is missing the topic of the book, its main idea, and important plot details.

Galileo

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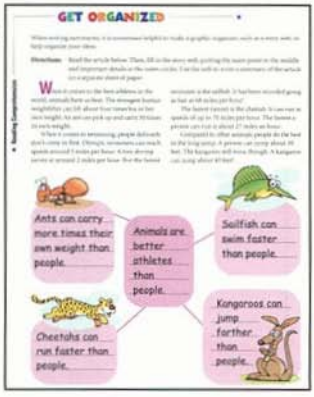

GET ORGANIZED

Ants can carry more times their own weight than people.

Animals are better athletes than people.

Sailfish can swim faster than people.

Cheetahs can run faster than people.

Kangaroos can jump farther than people.

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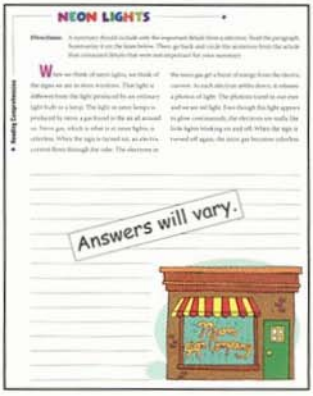

NEON LIGHTS

Answers will vary.

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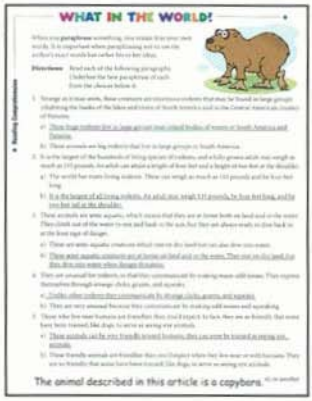

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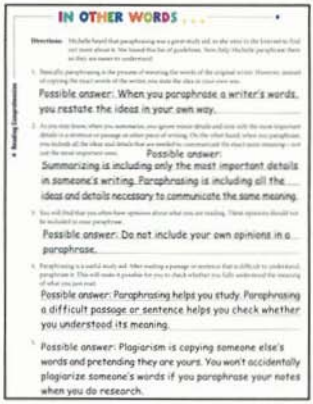

IN OTHER WORDS

Directions: Michelle heard that paraphrasing was a great study aid, so she went to the Internet to find out more about it. She found this list of guidelines. Now help Michelle paraphrase them so they are easier to understand.

1. Basically, paraphrasing is the process of restating the words of the original writer. However, instead of copying the exact words of the writer, you state the idea in your own way.

Possible answer: When you paraphrase a writer's words, you restate the ideas in your own way.

2. As you read, know when you summarize, you ignore minor details and write only the most important details in a sentence or passage or other piece of writing. On the other hand, when you paraphrase, you include all the ideas and details that are needed to communicate the exact same meaning—not just the most important ones.

Possible answer: Summarizing is including only the most important details in someone's writing. Paraphrasing is including all the ideas and details necessary to communicate the same meaning.

3. You will find that you often have opinions about what you are reading. These opinions should not be included in your paraphrase.

Possible answer: Do not include your own opinions in a paraphrase.

4. Paraphrasing is a useful study aid. After reading a passage or sentence that is difficult to understand, paraphrase it. This will make it possible for you to check whether you fully understood the meaning of what you just read.

Possible answer: Paraphrasing helps you study. Paraphrasing a difficult passage or sentence helps you check whether you understood its meaning.

5. Plagiarism is copying someone else's words and pretending they are yours. You won't accidentally plagiarize someone's words if you paraphrase your notes when you do research.

Possible answer: Plagiarism is copying someone else's words and pretending they are yours. You won't accidentally plagiarize someone's words if you paraphrase your notes when you do research.

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I'D LIKE TO THANK . . .

Even when you paraphrase, you must sometimes name the source of your information. Note the source when you paraphrase the following:

- minimize personal opinion or escape other pitfalls
- facts or statistics that may not seem to be found

You do not need to name the information source for facts that are well known or easy to find.

Directions: Derek wrote a brief report on the Academy Awards. However, he got carried away quoting his sources. Look at the underlined phrases in Derek's report. Circle one any you think are unnecessary.

The first Academy Awards, according to the Encyclopedia Americana, were presented in 1929 for the Academy of Motion Picture Arts and Sciences. The Academy Awards are also known as the Oscars, and as the second-best known popular name. Stars are given for special achievements in acting and film making. Most people in the industry would agree with actor Michael Caine's remark that it is an incredible compliment to be held in such regard in a town that contains so many talented people.

There are many interesting rumors about the Oscars. On the Internet Movie Database site, I found some little known facts and statistics about the Oscars. For example, the youngest person ever nominated for an Oscar was 9 years old. The game in which George Bernard Shaw was the only person to have won both an Oscar and the Nobel Prize. There is more fun-loading trivia on this site and others. On the web page about the Academy Awards, writer Robert Nelson advises that Oscar Gold is the site with the most information.

The Encyclopedia Americana also contains the information that the statuette named the Oscar was designed by Cedric Gibbons. The Internet Movie Database tells us that he was an Oscar first Art Director 11 times. Although the statue looks like gold, it is really gold plated, according to the Encyclopedia Americana.

The source of the nickname Oscar is not positively known. However, according to the official Oscar website, the most popular theory is that one Academy staff member said that the statuette reminded her Uncle Oscar, and the name caught on with everyone else.

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JUNETEENTH

Directions: Read the following passage about Juneteenth, as shown in bullets. Then, paraphrase each paragraph on the lines underneath it.

Possible answers: Juneteenth, celebrated on June 19th in many U.S. communities, is the oldest celebration of slavery. It has been an official state holiday in Texas since 1980, and many city organizations there sponsor Juneteenth activities.

Possible answers: Juneteenth dates back to June 19, 1865 when Major General Gordon Granger and a troop of Union soldiers landed at Galveston Harbor. Right away, the general proclaimed to the Texans that slavery was not legal. This was done two and a half years after Lincoln had announced that slavery was ended. Free Texans had either paid no attention to this announcement or had not known about it.

Possible answers: Juneteenth is usually celebrated with barbecues, fishing, baseball, and rodeos. The celebration also includes guest speakers who encourage their listeners to educate themselves and to be proud of what they have done.

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SO MUCH FICTION!

Directions: Read about the different types of fiction. Then, label each book description below with the correct type of fiction.

Realistic Fiction has characters and events like those in real life. It is set in a place that is or seems real.

Fantasy is about impossible events and is often set in an unreal world.

Science Fiction is fantasy based on science. It often takes place in the future and sometimes in outer space.

A mystery may seem realistic. Its plot is based on a puzzle that the main characters and readers try to solve.

A fable is a short story that teaches a lesson. Its characters are often animals.

A folktale was first told aloud and was handed down from generation to generation. It may explain how some feature of nature came to exist.

science fiction
Have Space Suit, Will Travel
by Robert Heinlein
Kip Russell is in the backyard of his house when he is kidnapped by the Mother Thing and taken to the moon. He meets Lyra and the Magellanic cloud—and learns he must help save the Earth.

realistic fiction
Beezus and Ramona
by Beverly Cleary
Beezus wishes she could love her little sister, Ramona. But Ramona keeps doing things to make Beezus mad. Ramona!

folktale
The Story of the Milky Way: A Cherokee Tale
by Joseph Bruchac, illustrated by Virginia A. Stroud
Villagers directly frighten away a burning spirit dog. As it leaps into the sky, grains of ashes scattered fall from its mouth and become stars.

fable
The Little Red Ant and the Great Big Crumb
by Shirley Climo, illustrated by Francisco X. Mora
A small red ant finds a delicious crumb in a Mexican cornfield. She asks many animals to help her move it, but finally she learns a lesson about who is the strongest of all.

mystery
Matilda and the Secret Tunnel
by Lois Gladys Leppard
It is the year 1888, and Matilda is searching for her dead uncle's treasure. For a missing kid when she finds a secret tunnel and strangers who want to be rich. But can they help her with her search?

fantasy
Harry Potter and the Prisoner of Azkaban
by J.K. Rowling
It is vacation and Harry runs away from his uncle's house to live in a magically enlarged Knight Bus. Sirius Black is on the loose, and Harry is sure he knows who is the traitor of all.

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SORT AND SHELVE

Directions: Read about the different types of nonfiction. Then, look at the books above below. Use the line underneath each book, write the type of nonfiction it is.

An **informational book** gives facts about a topic, and may contain the writer's opinions.

A **how-to book** gives directions for an activity.

A **reference book** presents a specialized type of information in a very organized way.

A **textbook** presents facts on one subject area and often gives a broad general view of the subject. It may not contain opinions.

A **biography** is the true story of someone's life, written by someone else.

An **autobiography** is the true story of the writer's life up to that time.

A **personal narrative** focuses on an important event in the writer's life.

Castaway! My Year on a Desert Island — personal narrative
The Life and Times of Florence Nightingale — biography
The Legend of Benjamin Franklin — autobiography
Atlas — reference book
All About Newts, Lizards, and Salamanders — informational book
Earth Science: Sixth Grade Edition — textbook
Treehouses You Can Build — how-to book

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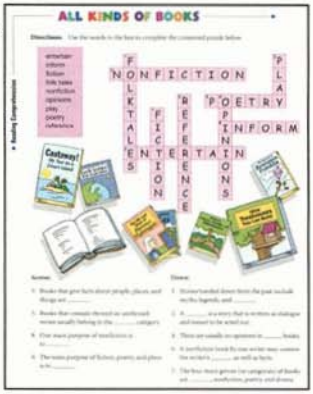

ALL KINDS OF BOOKS

Directions: Use the words in the box to complete the crossword puzzle below.

entertainment, fiction, fiction, how-to, how-to, nonfiction, opinions, play, poetry, reference

NONFICTION
PLAY
POETRY
INFORM
ENTERTAIN
FICTION
REFERENCE
FICTION
TALES
ENTERTAINMENTS

Across:
1. Books that give facts about people, places, and things are _____.
2. Books that contain characters or world-wide events usually belong in the _____ category.
4. One main purpose of nonfiction is to _____.
6. The main purpose of fiction, poetry, and plays is to _____.

Down:
1. Stories handed down from the past include myths, legends, and _____.
3. A _____ is a story that is written as dialogue and meant to be acted out.
5. There are usually no opinions in _____ books.
6. A nonfiction book by one writer may contain the writer's _____ as well as facts.
7. The four main genres (or categories) of books are _____, nonfiction, poetry, and drama.

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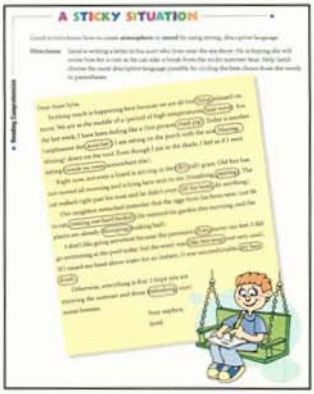

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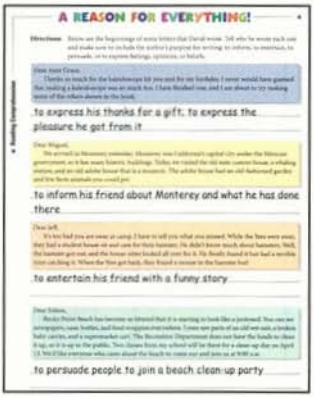

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MAKE IT REAL

Directions: Liz wants to enter a story writing contest. She wrote down all the ideas that came into her head. Then, she decided that she wants to make her story realistic. Circle the details that she might use in her story.

Possible settings:
- the year 2525
- the present
- five years ago
- a small town
- a football field
- a spaceship going to Neptune
- a cable where Liz is standing still
- a science party
- a mermaid's cave under the sea
- a rocket going to the Moon

Possible plot problems:
- A softball team has never won a game.
- A magic genie will take the sea and travel in it.
- The new character wants to move a new neighbor.
- Space aliens are planning to steal Earth's water.
- The character has to answer a riddle in order to free herself or herself from the power of an evil prisoner.
- The character gets upset when Grandfather moves in.
- The character's two best friends have been quarreling.
- The characters in a book come to life.

Possible characters:
- the Boogie Monster
- talking frog
- a pet pig
- a fifth grade girl
- someone's grandfather
- a girl who can fly
- a mermaid
- a boy who can do magic tricks

Get Real!

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IT'S IMPOSSIBLE!

Directions: Liz is starting her science fair. Her Dad's going to read a bunch more of his stories. He asks to come home and read a passage from each. Make a check mark in front of each passage that could have come from a fantasy book. Then, underline the words or sentences that make you feel sure of this.

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CHOICES, CHOICES

Directions: Read each sentence and write two more sentences that could be added to it. The first sentence should suggest a realistic plot. The second should turn the story into a fantasy. The first one has been done for you.

1. Brooke and Brendan's family has inherited from their old house in the country. They decided to spend the summer fixing it up. As they are cleaning out the basement, Brooke and Brendan make a surprising discovery.

They find a scrapbook with photos of a girl who looks like she could be Brooke's twin.

They discover a tunnel that leads to a different world each time they follow it.

2. Sam's little brother and his friends are too young and small enough to play basketball with them. Feeling sad, Sam goes to practice by himself in the empty schoolyard.

3. Mrs. Marchek is a quiet, shy, old woman who lives in the apartment [illegible] to Malik's family. One day Malik sees Mrs. Marchek's car from a friend's house. He stops to see if she is okay. Mrs. Marchek invites Malik inside and [illegible] Malik notices something interesting on the [illegible]

Answers will vary.

4. Tom's friends have all gone away for the summer, and he is sure he'll have a miserable summer. However, Uncle Matthew surprises with an "unbelievable" gift that he says will solve Tom's problem. The gift is a box full of envelopes, and he is to open one each day. Eagerly, he starts open the first envelope.

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JUDGING A BOOK BY ITS COVER

The setting of a story is the time and location in which it takes place.

Directions: The following is a collection of books for Mrs. Smith's class to read over the summer. But these books are missing their titles! First, look at each cover and identify the book's setting. Write the setting on the line underneath. Then, use this information to choose the correct book title from the list on the right. Write the number on the small box.

1. Dr. Blunck's Strange Experiment
2. Our Fantastic Journey
3. Big City Budget Tours
4. Exercising to Stay Healthy
5. Rover's Trip
6. Shark's Dangerous Shopping Spree
7. Growing Vegetables the Easy Way
8. Cooking with Grandpa

5 KENNEL — dog kennel
7 — garden
8 — kitchen
1 — laboratory
2 — hot air balloon in the sky
3 — New York City
6 — department store
4 — roller rink

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STORY THEME MATCH-UP

The main idea or subject of a piece of writing is called the theme. You can usually figure out the theme of a work by reading it closely.

Directions: Below are examples of some common story themes. Read the six short examples and choose the theme that goes with each one. Write your choice on the line beneath each one. Each theme is used twice.

sportsmanship
perseverance
practice makes perfect

The events at field day were almost over and the students at Mr. Amato's class were feeling discouraged. There class had voted were Last Place since. But they had received Second and Third place several times. When the scores were added up, they couldn't believe it – there was the winning class! All the students congratulated each other.

sportsmanship

Andy left-hand. He didn't think he would be able to finish the race. People were clapping on the sidelines, but still he wanted to give up. He looked ahead and saw a stop sign at an intersection. He kept his eyes on the sign. In his mind, he said to himself over and over "Just get to the stop sign! Just get to the stop sign!" But right after he passed it, people started cheering wildly. The stop sign marked the end of the course, and he had finished!

perseverance

Grace followed the directions exactly. She measured all the ingredients as if each is the first. But the pie just didn't turn right. She knew it had something to do with either how she handled the dough or how she mixed the ingredients. In practice, she made pie crusts day for a week. Finally, on Friday, she made a perfect pie.

practice makes perfect

It's time to start suggest her own story time about practicing the piano. She was going to stream. It was tedious and boring. Saturday finally arrived and she practiced for two hours. Then, the stress of the recital arrived. While Jessica was waiting in the hallway, her Mom came to tell her that she had passed as well as had qualified for a scholarship to a performing arts camp.

practice makes perfect

The marchers of Maywood school were on stage waiting, hoping, and scoping a huge trophy. Sitting in the audience with his teacher Miss Pitcoski, Lucas knew that Maywood's team deserved the award. While his own team had also known the winners, Maywood's team had been spoken to respond to every question. Lucas stood up and clapped for them.

sportsmanship

It's time for needed to find a summer job. Each day he looked in the classifieds and called every listing for interested help. On his eighth attempt, he finally got a job at Bob's Bath House. He'd have to start as a dishwasher, but he would show them he could also be a great waiter.

perseverance

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PLOT OUT THE ACTION

The plot is the main storyline in any work of fiction. The most important parts of a plot are:

Background: the introduction; what the reader needs to know about the characters and the general situation	Conflict: the problem that the main character faces; what he or she goal that he/she/it must do to achieve	Rising action: what the character do to overcome the conflict; the most exciting part of the story, often when character's most involve the conflict	Climax: usually the most exciting part of the story, often when character's most involve the conflict	Falling action: events that occur after the conflict has been resolved

Directions: Read this story about Luis. Then, answer the questions on the bottom of the page. Write your answers in complete sentences.

Last week started the baby. She was charming in a backward way's. Luis's grandmother. She was so busy getting the house ready, she asked Luis to help her do the shopping. She gave Luis her shopping list and left.

Luis had been in the store many times before but never by himself. He got a cart and walked up the first aisle. As he put each item in the cart, he crossed it off the list.

While he was in the snacks aisle, he decided to add some things to the cart. He wrote down written potato on the list but he put potato chips and pretzels in the cart, too. In the drink section, Luis added orange drinks and root beer.

When he got to the checkout, the cashier told him that the total was $87.25. But Luis only had $60. He couldn't believe his mother hadn't given him enough money! Then, he remembered that he had put extra things in the cart. He asked the cashier if he could put some of the items back. When she told him yes, he gave back the extra snacks and drinks. By doing this, he brought the total down to $60.

When Luis arrived home with the groceries, he expected Maria and his mom what had happened. He flushed hot and told him that next time he went to the grocery store, she would give him some extra money. That way, he could choose something special to eat as a reward for helping her out.

1. Circle the background for this story. Luis' mom is too busy to go to the store.
2. What is the major conflict in this story? Luis must go to the store by himself for the first time.
3. Luis decides on a plan when in the store. He picks up more food than is on his list. He doesn't have enough money to pay for all the items in his cart. He puts the extra food back so he can pay for the items on his mother's list.

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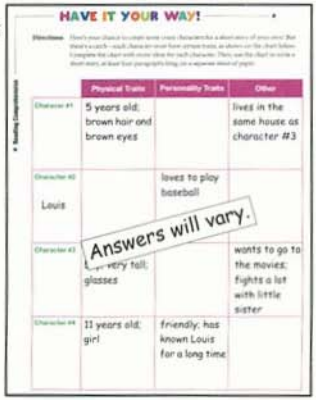

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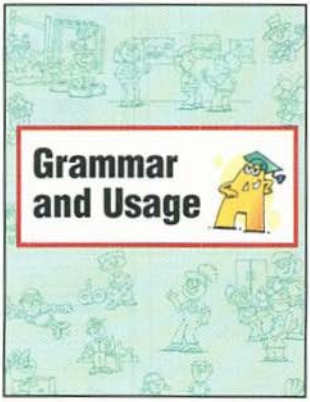

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SINGULAR OR PLURAL!

Grammar and Usage

A singular noun names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Directions: First read the rules for making plural nouns. Next cover the rules with a sheet of paper. Write the plural for each word listed at the bottom of the page. Finally, compare your answers to the rules. How did you do?

For regular nouns:

- Add **-es** to most singular nouns to make them plural: dog, dogs; mouse and mousses; crocus crocuses.
- If a word ends in **s**, **sh**, **ch**, or **x**, add **-es** to make it plural: class/classes; beach/beaches; fox/foxes.
- If a noun ends in a **consonant** and **y**, change the **y** to **i** and add **-es**: party/parties; jelly/jellies; lady/ladies.

For irregular nouns:

- Some nouns have the same singular and plural forms: fish/fish, deer/deer.
- Some nouns change spelling completely when they become plural: child/children, goose/geese.
- Some nouns that end in **f** or **fe** can be made plural simply by replacing the **f** or **fe** with **v** and adding **-es**: leaf/leaves, wife/wives.
- Other nouns that end in **f** can be made plural simply by adding **s**: chief/chiefs, roof/roofs.
- If a noun ends in a consonant followed by **o**, check the dictionary to find out the plural form. Some end in **s** and some end in **-es**: cello/cellos, tomato/tomatoes.

1. wolf	wolves	9. jetty	jetties
2. cheese	cheeses	10. galosh	galoshes
3. baby	babies	11. Johnson	Johnsons
4. buffalo	buffaloes	12. bus	buses
5. Welsh	Welshes	13. county	counties
6. idea	ideas	14. sandwich	sandwiches
7. knife	knives	15. sheriff	sheriffs
8. piano	pianos	16. life	lives

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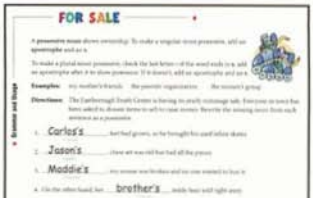

FOR SALE

Grammar and Usage

A possessive noun shows ownership. To make a singular noun possessive, add an **apostrophe** and an **s**.

To make a plural noun possessive, check the last letter of the word ends in **s**, add an apostrophe after it to show possession. If it doesn't, add an apostrophe and an **s**.

Examples: my mother's friends the parents' organization the women's group

Directions: The Cambourough Youth Center is having its yearly rummage sale. Everyone in town has been asked to donate items to sell to raise money. Rewrite the missing noun from each sentence as a possessive.

1. Carlos's ____ hat had grown, so he brought his used yellow skates.
2. Jason's ____ chest set was old but had all the pieces.
3. Maddie's ____ toy mouse was broken and no one wanted to buy it.
4. On the other hand, her ____ brother's ____ inside have said right away.
5. The ____ children's ____ toys were all labeled with price tags.
6. The ____ parents' ____ job was to take the money.
7. In 1996 there was an announcement ____ "____ someone's ____ car fights are on."
8. A little girl called out, "Hey, that's my ____ sister's ____ car!"
9. We were all surprised when one ____ table's ____ big gave out and all the donated boxes fell on the floor.
10. We propped the table back up with the ____ janitor's ____ mops and picked up the books.
11. At 3:00 the ____ Director's ____ Auditorium brought cookies for the volunteers to enjoy.

Directions: Now fill in the blanks with possessive nouns of your own.

12. Belinda was happy when a boy from ____ ____ ____

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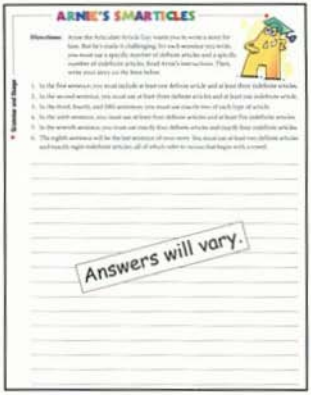

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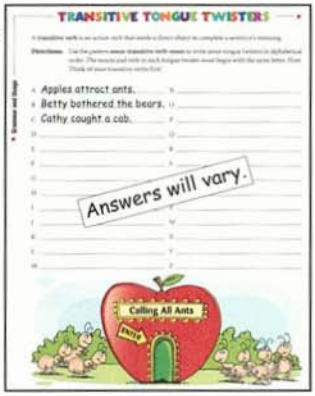

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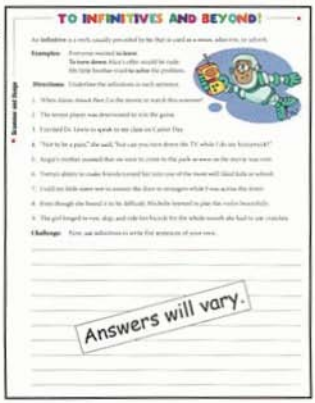

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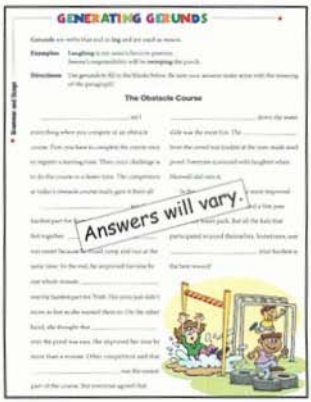

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WHERE IN THE WORLD!

A verb expresses an action or a state of being. The tense of a verb tells whether that action or state of being is taking place in the present, the past, or the future.

present tense = happening now
past tense = already happened
future tense = will happen

Directions: Underline the verb or verbs in each sentence and write whether they are past tense, present tense, or future tense on the line. Then, tell where you think the writer is going.

1. past ... the new friend, Jake, moved to the East Coast last summer
2. future ... This afternoon we will see each other for the first time in a year
3. past ... My parents surprised me with a plane ticket for my birthday
4. present ... Jake and his parents live in the Empire State now
5. present ... His mom has a job as a translator at the UN
6. past ... I packed all my stuff last night, except for my Yankees cap Jake sent me
7. present ... I am excited about seeing Jake after so long
8. past ... I hardly slept at all last night
9. present ... My dad says it is time to leave for the airport
10. future ... The flight will take about four hours
11. future ... I will bring along a book and a couple of games to play
12. future ... I will call my parents as soon as the plane lands at La Guardia Airport
13. past ... I promised my mom three times already
14. future ... On Friday, Jake and I will visit the "Lady With the Lamp" and Ellis Island
15. present ... Jake's dad also has tickets for a Yankees game
16. Where is the writer going?

He is going to New York City.

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MANUEL THE MAGNIFICENT

The present tense tells about something that exists or is happening now. Sometimes we add a to stress a base verb when the subject is singular.

The past tense tells about something that has happened or existed in the past. Most regular verbs in the past tense end in d or ed.

The future tense tells about something that will exist or take place in the future. You usually use the helping verbs will or shall with the base verb.

Directions: Use a verb from the box in the sixth column to correctly complete each sentence.

place	appear	perform	borrow	move	observe	plan
volunteer	hope	select	reveal	climb	amaze	attend

1. Manuel the Magnificent ... will amaze ... you with his art. future
2. He ... performs ... some of the coolest tricks I've ever seen. present
3. I ... will attend ... his matinee and evening performances today. future
4. One time Manuel ... borrowed ... a dollar bill from an audience member and ... placed ... it at one end of the table. past
5. After saying the word "Manuelmagnificus," the dollar bill slowly and mysteriously ... moved ... toward his hand! past
6. This afternoon I ... will observe ... much more carefully to figure out how he does it. future
7. A good magician rarely ... reveals ... how a trick is done. present
8. Last year I ... volunteered ... to let him saw me in half. past
9. When I ... climbed ... from the box unharmed, everyone ... applauded ... enthusiastically. past
10. Manuel ... plans ... to do no fewer than three tricks tonight—making someone disappear right before your eyes. present
11. Perhaps he ... will select ... me to be the one who disappears. future
12. Someday I ... hope ... to become as good a magician as Manuel. present

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SCRAMBLED VERBS

Here's a game for two players that tests what you know about verb tenses.

You will need: a number cube, adhesive tape, a timer or stopwatch, two crayons or markers of different colors, scratch paper, a pencil

Directions:

1. First, cover a number cube with adhesive tape. Then, write present, past, and future on the faces of the cube. Write each verb tense on two faces.
2. Each player must select a crayon or marker.
3. The first player should set the timer for 1 minute.
4. Then, the player must choose a verb from the chart below and unscramble it. He or she should write it in the box.
5. Then, he or she rolls the cube to determine a verb tense.
6. The player must use the verb correctly in a sentence. If it is used correctly, the player can enter in the square. If not, the other player gets a chance to use the verb in a sentence and color the square. Then, the second player can take a regular turn.
7. Continue taking turns in this fashion.
8. The first player to complete a row across, down, or diagonally wins the game. Remember, you only have 1 minute per turn!

mtdis	sfiaf	cease	dysut	rerngee
admit	flash	cease	study	emerge
peepa	cheks	actprice	velpode	vere
appear	sketch	practice	develop	serve
rowk	covedns		nethe	cande
work	discover	FREE	share	dance
rccel	agemen	tolecc	shrid	mscres
circle	manage	collect	finish	scream
direc	slnel	bsmc	vidpore	cnouvef
direct	listen	climb	provide	confuse

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JUST PERFECT

Now, this page is just perfect!

There are three verse verb tenses to remember:

present perfect — actions started in the past and have completed or still going on. I have started my homework already.

past perfect — action completed before another action. I had finished my math homework long before he call.

future perfect — actions that will be started and completed in the future. I will have finished all my homework long before I go to bed.

Directions: Arrange each group of words to make a complete sentence. Then, write the sentence, underline the verb, and write in tense. The first one has been done for you.

. present perfect — to travel; My summer this has countries six family by so

My family has traveled to six countries so far this summer.

. future perfect — will; will; visited; my; the; end; of; the; 12; countries; have

We will have visited 12 countries by the end of our trip.

. past perfect — never; had; I; had; never; ridden; a; camel; until; a; week; ago; in; Egypt.

I had never ridden a camel until a week ago in Egypt.

. present perfect — so far; most; some; tasted; the; foods; trip; of; I; unusual; this

I have tasted some of the most unusual foods on this trip.

. future perfect — Greece; time; sailed; will; have; By; this; tomorrow; we; time; to

By this time tomorrow we will have sailed to Greece.

. present perfect — back; home; I; have; 50; friends; to; my; a; at; least; written; postcards

I have written at least 50 postcards to my friends back home.

. past perfect — realized; I; the; pyramids; had; I; of; the; when; only; film; taken; photos; the; I; had; camera; out; was; of

I had only taken a few shots of the pyramids when I realized the camera was out of film.

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HOW IRREGULAR!

Some verbs are irregular. That means you don't just add d or ed when you change the verb to the past participle.

Example: I am you also yesterday. I have eaten breakfast already.

Directions: Find and circle the past tense and past participle for each of the following irregular verbs. Words may appear up, down, across, diagonally, and backwards. Then, use the circled words to complete the sentences below.

tear	strive	arise
for	break	fall
write	ride	

F	A	L	L	E	N	E	Y	
Z	B	T	O	R	O	Z	F	
N	G	T	R	D	V	D	E	
E	L	A	Y	O	I	A	L	
D	E	D	R	E	H	R	L	
O	T	N	R	I	T	O	A	
I	O	K	R	O	B	S	I	
R	R	G	R	O	K	E	N	
E	W	R	I	T	E	N		

1. We were and I ... arose ... at 7:00 a.m. Our parents had ... arisen ... an hour earlier to start the campfire.
2. I ... fell ... off my horse yesterday. I have never ... fallen ... off a horse before.
3. I had already ... ridden ... several miles along the rocky trail when the accident occurred. And I got back on and ... rode ... back to camp.
4. Last night, a raccoon ... broke ... into our cooler to look for food. That's better than the time that had ... broken ... into Mr. Alexander's chicken coop!
5. After a long hike, I ... lay ... down on a flat rock. I had only ... lain ... there about two minutes when I saw a bald eagle fly overhead.
6. My mom ... strove ... to reach the top of the mountain before everyone else. But then she has always ... striven ... to be the first at everything.
7. I slipped and ... tore ... a hole in my jeans. When I took off my jacket, I noticed that I had ... torn ... that too.
8. I was flipping through the pages of my journal when I found an unopened note my friend had ... written ... me. I immediately read it and ... wrote ... her back.

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MORE IRREGULARITIES

For some irregular verbs, the past tense and past participle are the same.

Example: The past tense and past participle of the verb stand is stood. We stood to salute the flag. The children stood in line for 15 minutes. Dad house has stood for 150 years.

Directions: To complete each sentence, write the past tense or past participle of the verb that is bold. Then, write the bound letters in order at the bottom of the page to answer the riddle.

1. shine — It has been days since the sun has ... shone ...
2. deal — The president's speech ... dealt ... with education.
3. slide — The children ... slid ... down the hill.
4. flee — The frightened child ... fled ... to safety.
5. hold — The lion had ... held ... on as long as he could.
6. spin — The car had ... spun ... out of control.
7. leave — Everyone ... left ... about an hour ago.
8. sit — He ... sat ... at the base stop for over an hour.
9. keep — You have never ... kept ... a single promise!
10. hang — The portrait had ... hung ... in the hall for generations.
11. lie — They had no money ... lain ... down where the children ran through the room or their invisible shoes.
12. catch — I had ... caught ... a glimpse of her out of the corner.
13. shrink — Aren't you afraid when you feel that hair remover has ... shrunk ... so much.
14. sting — The hornet ... stung ... me on the leg.

How could the man go without sleep for seven days and not be tired?

He slept at night

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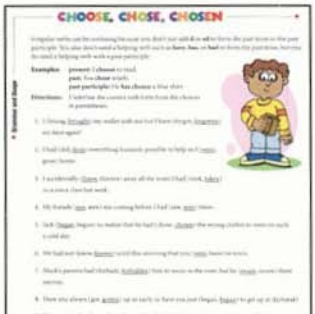
CHOOSE, CHOSE, CHOSEN

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PUTTING IT ALL TOGETHER

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A THUNK IN THE NIGHT

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DO YOU AGREE!

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HOW POSSESSIVE!

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PRONOUN PLAY-OFF

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WHAT DID YOU SAY?

Everyone knows I can do wheelies better and longer than you can!

My older brother swims the fastest of all the kids at camp.

Our dog Spike growls more ferociously than the dog next door.

I think the Rockets hockey team plays the most skillfully of all the teams.

I finished my homework even more quickly today than yesterday.

I'm a great tennis player because I serve the ball harder than the other players.

My mother jogs farther in 15 minutes than your mother does.

My sister writes more rapidly and neatly than Jenny does.

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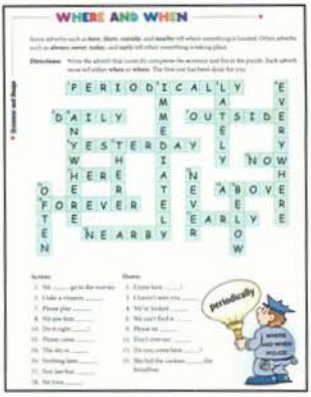

WHERE AND WHEN

PERIODICALLY
DAILY
OUTSIDE
YESTERDAY
NOW
HERE
NEARBY
FOREVER
EARLY

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BE BRIEF

Mon.	Monday	co.	company
Sept.	September	Dr.	Doctor
ft.	feet	A.M.	before noon
yd.	yards	Mr.	Mister
oz.	ounces	Sen.	Senator
qt.	quarts	Rep.	Representative
pt.	pint	apt.	apartment
lbs.	pounds	P.M.	after noon

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STATE IT

AK WA OR CA ID NV MT WY UT AZ CO NM ND SD NE KS OK TX MN IA MO AR LA WI IL MS TN KY OH GA FL SC NC VA WV PA NY VT NH ME MA RI CT NJ DE MD DC HI

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ABBREVIATION STATION

START, continued, Incorporated, building, Fahrenheit, General, miles per hour, November, Junior, centimeter, mile, Southwest, chapter, President, et cetera, teaspoon, Road, Celsius, Mount or Mountain, ounce, pages, kilometer, Arizona, department, pound, Corporation, number, FINISH

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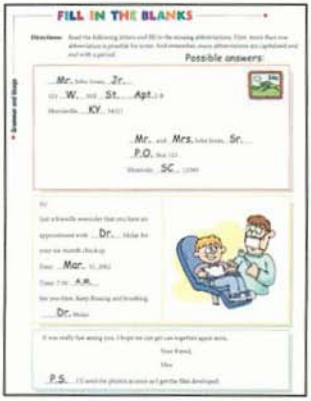

FILL IN THE BLANKS

Possible answers:

Mr. Jr.
W. St. Apt.
KY
Mr. Mrs. Sr.
P.O.
SC
Mar.
A.M.
Dr.
P.S.

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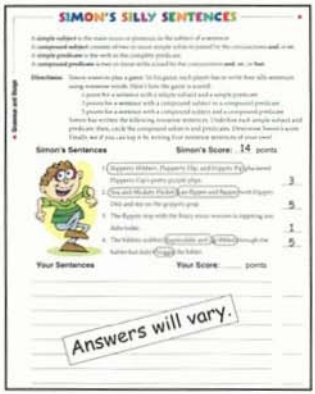
SIMON'S SILLY SENTENCES

Answers will vary.

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A LEMONADE LESSON

Answers will vary.

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PREDICATE POWER

Answers will vary.

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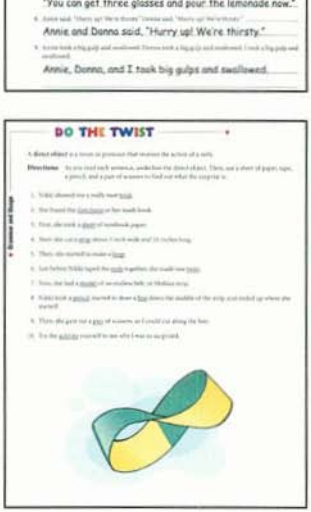
DO THE TWIST

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OBJECT-IVELY SPEAKING

Answers will vary.

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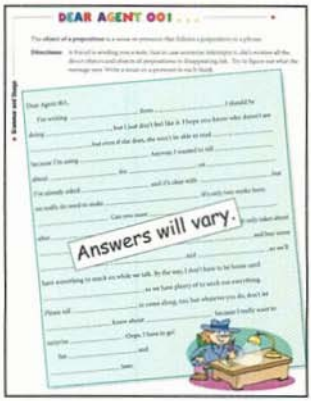
DEAR AGENT 001 . . .

Answers will vary.

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MISSING OBJECTS

Directions: Each of the following sentences tells about a well-known character from a nursery rhyme or fairy tale. Each sentence is now missing either a direct object or an indirect object. Use the ↑ symbol to show where the missing object should be. Then, insert it. The first one has been done for you.

1. John Horner was surprised by Old King Cole, who then fulfilled his request. ↑ a nursery rhyme
   him
2. Mrs. Muffet had her fortune-teller. ↑ nursery rhyme
   a bowl of curds and whey
3. Old Mother Hubbard threw a big bone after retrieving it from the market.
   her dog
4. The very practical little pig built himself.
   a brick house
5. Each time Pinocchio will perform for, he wears green tinsel.
   his friends
6. Old Mother Hubbard went to the cupboard to get some wine.
   the pail
7. The pie was baked when girls of the town fire for had no excuse.
   Simple Simon
8. Red Riding Hood brought a basket of goodies.
   her grandmother
9. Humpty Dumpty fell, a chunk of gingerbread from the witch's cottage and gave Pat-a-cake Cookie.
   a taste
10. A Scandinavian goat, a handful of nuggets of bonus for the one.
    Jack
11. Jack fetched pail of the hill.
    water
12. Bo Peep, Black sheep, gave to the master.
    wool

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THE CONJUNCTION CODE

Conjunctions are words that join other words, phrases, and sentences.

Directions: Find the pattern in this conjunction code to discover 10 common conjunctions. Use these conjunctions to complete the sentences below. Each conjunction is used only once.

a i n f d b u f f l o e r r u w h t i l l t
e w n h l e n t h e e w r h b e n e e n
e u r e e e l a t l h t e h r b e g h t e
f n e r a w a h e e n e e n e a e r

1. While ... you touch ice cream you, I'm going to finish my math homework.
2. I'll call Mom ... if ... you want to give back my CD right now!
3. Whether ... you stay ... or ... go is completely up to you.
4. We can't go on missing out ... for ... the surf is low enough.
5. Although it rained all night, the field should be dry for game time.
6. We were just about to eat ... when ... the phone rang.
7. My friends will wait for me ... until ... I get there.
8. We aren't going ... unless ... you can go, too.
9. Neither my brother ... nor ... my sister wants to practice right now.
10. We have both math ... and ... English homework tonight.
11. As soon as we have anything, we'll call you immediately.
12. We have to strengthen up our rowers ... before ... we can cross over.
13. Whenever we play a game, it always wins.
14. I can't do it, I could ... because ... I don't want to miss the bus.
15. You can go to the dance ... but ... you have to be home by six o'clock.
16. We will ... either ... go to the mall ... or ... to a movie tonight.
17. After ... I return this book to the library, I have to stop at the store.

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A RECIPE FOR A SENTENCE

And, but, or, so are our coordinating conjunctions. Use them to join together words, phrases, and sentences. Be sure to add a comma before a conjunction when you use it to combine two sentences.

Directions: Read the sentences in the first column. Find related sentences in the second column. Look in the third column to find the best conjunction to combine the sentences. Write your new sentences on the lines below.

1. Stir together 1 cup butter and 1 1/2 cups brown sugar in a bowl.	Then, add two eggs.	or
	Stir.	so
2. Put 2 cups flour into another bowl and add 2 teaspoons baking soda.	Also add 1 cup of nuts with the chips if you like nuts.	but
3. Combine the wet and dry ingredients.	Place the spoonfuls about 1 1/2 inches apart.	and
4. Add 2 cups chocolate chips to the mixture.	Take them out of the oven when they turn golden brown.	but
5. Drop spoonfuls of the batter onto a cookie sheet.	The cookies will rise when they're in the oven.	
6. Bake the cookies for 10 minutes.		

1. Stir together 1 cup butter and 1 1/2 cups brown sugar in a bowl, and then, add two eggs.
2. Put 2 cups flour into another bowl and add 1 teaspoon baking soda so the cookies will rise when they're in the oven.
3. Combine the wet and dry ingredients and stir.
4. Add 2 cups chocolate chips to the mixture, but also add 1 cup of nuts with the chips if you like nuts.
5. Drop spoonfuls of the batter onto a cookie sheet but place them about 1 1/2 inches apart.
6. Bake the cookies for 10 minutes or take them out of the oven when they turn golden brown.

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THE BEST OF THREE

A subordinating conjunction such as although, after, when, or while joins a dependent clause to an independent clause or a sentence. You can write some sentences with a subordinating conjunction in one of two different ways.

Example: When my friends arrived, I was still doing my homework.
I was still doing my homework when my friends arrived.

When a sentence begins with a subordinating conjunction, use a comma to separate the two clauses.

Directions: Read each group of subordinating conjunctions and the pair of sentences that goes with it. Choose the best conjunction to join the sentences. Then, write the new sentences you can make on the lines underneath.

1. while, unless, because We refuse to speak to you. I apologize to her.
   She refuses to speak to me unless I apologize to her.
   Unless I apologize to her, she refuses to speak to me.
2. since, when, until You hear what I have to say. Don't say a word.
   Don't say a word until you hear what I have to say.
   Until you hear what I have to say, don't say a word.
3. while, whether, when I make dinner. You can set the table.
   You can set the table while I make dinner.
   While I make dinner, you can set the table.
4. as if, even though, as soon as I still couldn't go. I'd finished my homework.
   Even though I'd finished my homework, I still couldn't go.
   I still couldn't go even though I'd finished my homework.
5. although, as if, after Our parents called us. We hurried home.
   We hurried home after our parents called us.
   After our parents called us, we hurried home.
6. whenever, whenever, whenever You want to leave. Just let us know.
   Whenever you want to leave, just let us know.
   Just let us know whenever you want to leave.

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SPEECHLESS!

Directions: Read the beginning part of each sentence. Then, choose one of these subordinating conjunctions to begin a clause that will complete the sentence. The first one is done for you.

as soon as	nor	as long
if	while	because
unless	after	rather
until	since	whenever
for	unless	even though

Possible answers:

1. You'll better wear rubber boots if they are muddy!
2. Please fix me a sandwich while you're fixing one for yourself.
3. I am really nervous because I have to sing a solo.
4. I'll be there as soon as I can.
5. Don't forget to walk the dog when you get home from school.
6. Take out the garbage before you do anything else.
7. I was grounded after my mother because I didn't get home on time.
8. I'm gluing it back together so that no one will notice.
9. I'm not doing the dishes tonight since it's not my turn.

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IS THAT A FACT!

A preposition is a word that shows how one word is related to another in a sentence.

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. This noun or pronoun is called the object of the preposition.

Directions: Each fact below is missing a prepositional phrase. Use the code to figure out each one. Write the phrase, underlined the preposition, and circle the object of the preposition.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

1. The Mississippi is a 2,350-mile-long river.
   ever ice and snow
2. Air makes up about 21 percent of the air we breathe.
   through your nose
3. Red is the most commonly found color in the flags of nations.
   in national flags
4. The islands of Hawaii evolved as volcanoes erupted under the Pacific Ocean.
5. French fries are not really from France but from Belgium.
6. Bertrand Piccard and Brian Jones were the first to fly around the world in a balloon.

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SOMETHING'S MISSING

Directions: Make sure we have a sentence. Write the kind of sentence in the blank. Then, write the type of sentence, too. The first one has been done for you.

1. an old photo album We found an old photo album in the attic. declarative
2. of you at the fifth grade Is this a picture of you in the fifth grade? interrogative
3. clothes you wore back then What funny-looking clothes you wore back then! exclamatory
4. back that photograph Give me back that photograph, or else! imperative
5. we weren't allowed to wear We weren't allowed to wear sneakers or jeans except for gym. declarative
6. the weirdest thing That is the weirdest thing I've ever heard! exclamatory
7. without jeans and sneakers today Kids could never live without jeans and sneakers today. declarative
8. no cellular phones, inline skates, or computers When I was a kid there were no cellular phones, inline skates, or computers. declarative
9. Tell us what you and your friends did for fun. imperative
10. I'm really glad I wasn't a kid back then! exclamatory

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A COMMA CONUNDRUM

The comma is a punctuation mark that is usually used in a sentence where a pause would be made if you were reading aloud. Commas are always found inside sentence marks.

Directions: There are lots of rules for where to put commas. Comma is making a list of these rules with an example for each one. Yet that hasn't added the commas yet. Can you help her out? Read the rules. Then, insert commas where they belong.

Commas are a comma:

- before a conjunction when you join an independent clause in a compound sentence.
  The Sun has by 99 million miles from Earth but it is more than 100,000 times closer than the next closest star.
- after a dependent clause that comes at the beginning of a sentence.
  Even though there are 10,000 species of plants, 90% of the world's food comes from just 20 species.
- between a city and a state.
  We recently moved to San Francisco, California.
- between the day and year in a date.
  The Northern Territories of Canada split in two on April 1, 1999.
- to separate three or more words or phrases in a series.
  Dinosaurs might've been green or black or off-white but it doesn't matter.
  If it was alone or in a pack, yet if it was a town square or a plant stem.
- after introductory words or phrases and mild interjections.
  By the way there are over 250,000 species of beetles.
  Anyhow are some kinds of beetles than any other animal.
- to set off the person being addressed by spoken to.
  Mikayna really might to check out this book.
  Thanks for the suggestion, Beth.
- to set off appositives, which mean beside a noun and rename it.
  San Francisco's Lombard Street the most crooked street in the world has two sharp turns in one block.
- with words or phrases that interrupt the main idea of a sentence.
  This strophoma, in my opinion, is the most beautiful bug.
- before a direct quotation in the middle of a sentence.
  Our teacher asked, "How did was Chester Greenwood when he developed his idea for an earmuff?"
- at the end of a direct quotation that is a statement when it is at the beginning of a sentence.
  "Chester Greenwood was just 15 years old when he came up with the idea," I answered.

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THE RULE IS . . .

Directions: Do you know when to use colons and semicolons? Study the examples. Then, see if you can state the rules.

1. Dear Sir or Madam:
   This is to inform you that you have been selected to . . .
   What's the rule?
   Use a colon after the greeting in a business letter.
2. Here's what you'll need to bring along for the day trip to the beach: bathing suit, beach towel, sunscreen, sunglasses, sun hat, flip-flops, lunch, snacks, and pail.
   What's the rule?
   Use a colon to introduce a list in a sentence.
3.

ARRIVALS				
AIRLINE	FLIGHT	CITY	GATE	TIME
National	3214	Denver	B12	12:40 p.m.
Southern	1242	Miami	B18	1:15 p.m.

   What's the rule?
   Use a colon between the hour and the minutes to write the time.
4. Abraham Lincoln stood before the crowd and declared:
   Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether . . .
   What's the rule?
   Use a colon to introduce a long direct quote.
5. TURTLE: I bet you can't get from here to there as fast as I can.
   RABBIT: I think you're fast enough to win, Turtle!
   TURTLE: I will not call it quits until we have raced. So
   What's the rule?
   Use a colon to introduce the words of speakers in a play.
6. Social practice is often school, and hand practice is often lunch.
   Social practice is often school; hand practice is often lunch.
   What's the rule? a comma and conjunction
   Use a semicolon in place of conjunction to join a compound sentence.

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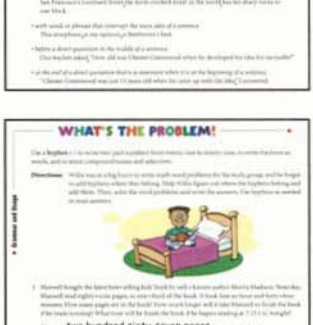

WHAT'S THE PROBLEM?

Use a hyphen to join two or more words that modify a noun. Use a dash to show a break in a sentence, such as to mark a sudden change in thought or to set off a long phrase.

Directions: Willie was in a big hurry to write math word problems for his math group, and he forgot to add hyphens where they belong. Help Willie figure out where the hyphens belong and add them. Then, solve the word problems and write the answers. Use hyphens as needed in your answers.

1. Maxwell bought the latest from artling Jack Stack by well-known author Mary Madison. Yesterday, Maxwell read eighty-six pages, or one-third of the book. It took him an hour and forty-three minutes. How many pages are in the book? How much longer will it take Maxwell to finish the book if he reads nonstop? What time will he finish the book if he begins reading at 7:15 p.m. tonight?
   There are two hundred sixty-seven pages in the book.
   It will take Maxwell three hours and twenty-eight minutes for book.
   It will be 10:43 P.M. when he finishes the book.
2. Millicent has twenty-one boxes for sale in 8-inches cards. Two-thirds of the cards are off-white. The rest of the cards are yellow. Millicent decides to cut the large-sized cards in half to use for a project. How many small-sized cards does she have in all, and what are the dimensions? How many cards of each color does she have?
   Millicent has has forty-two four-by-three inch cards in all.
   She has twenty-eight off-white and fourteen yellow cards.
3. Marvin has always been a bit of a loner in all. He felt sure that he had enough gas to drive home last night, even though he had to drive fifteen miles and the gas gauge was almost empty. Minutes after he left the war home, he ran out of gas on a strip. How many miles had Marvin driven already? How far was Marvin from home?
   Marvin had already driven eleven and three-fourths miles.
   Marvin was three and one-fourth miles from home.

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THE LIST

Underline titles of books, magazines, works of art, plays, movies, television shows, and names of ships and planes. Use quotation marks around titles of chapters, short stories, short poems, and songs.

Directions: Here's Mae Muffin's list of the Top Ten Things to Do While on Vacation. The little Miss's list has a few errors, though. Help her out by underlining and adding quotation marks to titles and names as necessary.

1. Practice my dramatic reading of The Spider and the Fly for my appearance on Star Search.
2. Finish the manuscript for my book 101 Uses of Cardboard Tubes and send to Mother Goose Publishing Company.
3. Start the movie of E.B. White's Charlotte's Web.
4. Record my rock version of "Some Women Spoke" and send to the Backstreet Boys.
5. Attend the unveiling of Pablo Picasso's recently discovered painting Muffin and Spider at the National Museum of Art.
6. Finish my article, "How to Live With Spiders and Like It," for Reader's Digest.
7. Go for a ride on the Ghost Train, our Grand Rabbit Muffin's private yacht.
8. Read the chapter, "Short Order of Irish Stew," in Kids Cook: A Guide to Kitchen Safety.
9. Get tickets for Tarantella, the new Broadway musical that everyone is talking about.
10. Arrange for a screen test for a possible role as the sequel to Arachnophobia.

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OUT OF ORDER . . . AGAIN

To build a good sentence, you must know all the parts of speech and how they function together. For example, adjectives belong before the nouns and pronouns they modify. Adverbs should come as close as possible to the verbs, adjectives, or other adverbs they modify. Interjections usually come at the beginning of a sentence.

Directions: Here are some sentences that fell apart. Unfortunately, he misplaced some words or phrases in each one. Rewrite Ed's sentences, correctly placing all the words and phrases where they belong.

1. Would you kindly call Jeeves on not my brother at your earliest convenience? Would you kindly call my brother and me at your earliest convenience?
2. The woman who across the street from bakes the chocolate cakes delicious in the world.
   The woman who lives across the street bakes the most delicious chocolate cakes in the world.
3. Is the little black dog with spots white, long floppy ears, and stubby tail really yours?
   Is the little black dog with white spots, long floppy ears, and stubby tail really yours?
4. My older sister laughed hysterically when she saw how I had fixed my hair for the dance.
   My older sister laughed hysterically when she saw how I had fixed my hair for the dance.
5. The homemade bread and soup smelled so delicious that hardly we could wait to eat it.
   The homemade bread and soup smelled so delicious that we could hardly wait to eat it.
6. Wow! that was the most terrifying movie I've ever seen.
   Wow! That was the most terrifying movie I've ever seen.
7. A squirrel and car chased and was hit by a car almost.
   Our cat chased after a squirrel and was almost hit by a car.
8. First read the book and tell him what you think about the author.
   First read the book and then tell me what you think about the author.

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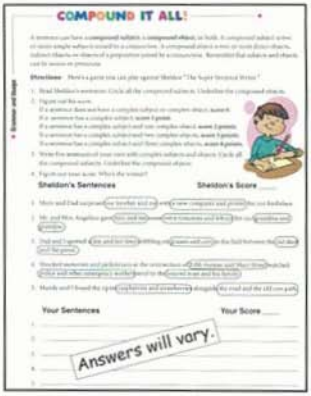

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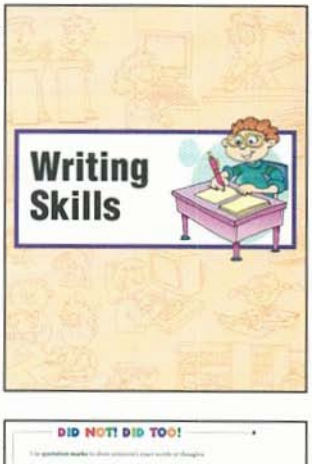

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FIX THE ADS

Is time running out for you? Do you have some time on your hands? Whatever your problem, Connie's Clock Store can help! Stop by our store on Main Street to see our huge selection! Just remember to hurry, because "Time waits for no one!"

Got a strong longing for chocolate? A burning yearning for candy hearts? At David's Candy Depot, you'll find chocolates in all shapes and sizes, caramels and nougats to satisfy your sweet tooth, and delicious jellybeans in 100 gourmet flavors. So stop by our store in the Greenleaf Mall. Tell the clerk, "David sent me," and you'll get a free sample of our famous chocolate cherries!

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ONE NOISY STORM

1. Possible answers include: Scooby had always been a silly cat. However, he was acting strangely that morning./Scooby had always been a silly cat. But that morning he was acting strangely.
2. Possible answers include: He was jumping and howling more than usual and even pounced on our other cat, Fluffernutter, while she was sleeping!/ He was jumping and howling more than usual, and he even pounced on our other cat, Fluffernutter, while she was sleeping!
3. Possible answers include: Fluffernutter woke up. She started acting crazy, too./Fluffernutter woke up and then she started acting crazy, too.
4. Possible answers include: Our dog, Lucy, came to see what was going on because the two of them were making so much noise./Our dog, Lucy, came to see what was going on when she heard the two of them making so much noise.
5. Possible answers include: Lucy started barking. Then, she ran into the bathroom and wouldn't come out./Lucy started barking and ran into the bathroom, but she wouldn't come out.

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WORD PICTURES

Answers will vary.

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A GOOD SPORT

1. There is more running in soccer than in baseball. There is more running in soccer than in baseball. In soccer, both teams spend the entire game running the field, while in baseball, there is only one whole team on the field at a time.

Answers will vary.

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THE PLAY'S THE THING

Answers will vary.

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STRETCH IT OUT

1. Pop Rocks has been my favorite singing group for two years.

Answers will vary.

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JAZZ IT UP!

Writing Skills

Directions: Find the seven missing adjectives and adverbs in the puzzle below. Circle them going across, down, or diagonally, and write them on the lines. Then, insert them into the paragraph where they belong.

G	O	Z	W	G	R	E	T	Q	K	F	M	
P	W	F	S	C	T	A	L	L	I	D	A	
R	M	H	R	U	S	I	V	S	T	Q	E	
I	E	L	O	U	D	L	Y	B	G	U	L	
N	A	O	M	R	A	O	J	H	K	I	T	
J	B	D	R	E	P	K	E	I	A	C	Z	
T	I	G	H	T	L	Y	B	N	H	K	M	
Y	G	R	O	E	R	P	D	Y	L	L	E	
Q	A	G	F	A	O	M	T	N	H	Y	A	

tall
red
loudly
big
tightly
shiny
quickly
suddenly

Trouble for Tuba Thief

A tall man wearing a red short sleeved Tested for Music on 5th and Main Street, overnight. He told the owner he wanted a shiny tuba. When the owner took a tuba out of its case, the man suddenly grabbed it. Then, he ran quickly out of the store. But the man couldn't see where he was going because the tuba was so big. He tripped on the sidewalk and got his head stuck tightly inside the tuba! The owner called loudly for the police and the man was arrested.

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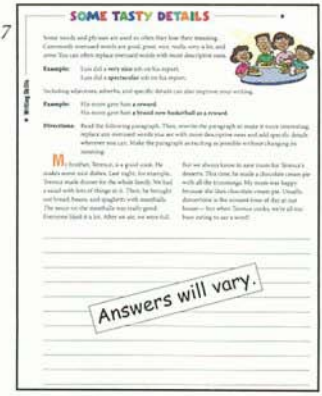

SOME TASTY DETAILS

Writing Skills

Some words and phrases are used so often that lose their meaning. Commonly overused words are good, great, nice, really, very a lot, and some. You can often replace overused words with more descriptive ones.

Example: I ate did a **very nice** job on his report.
I ate did a **spectacular** job on his report.

Including adjectives, adverbs, and specific details can also improve your writing.

Example: His mom gave him **a reward**.
His mom gave him **a brand new basketball as a reward**.

Directions: Read the following paragraph. Then, rewrite the paragraph to make it more interesting, replace any overused words you see with more descriptive ones and add specific details wherever you can. Make the paragraph as exciting as possible without changing its meaning.

My brother, Terence, is a good cook. He makes some nice dishes. Last night, for example, Terence made dinner for the whole family. We had a salad with lots of things in it. Then, he brought out bread, beans, and spaghetti with meatballs. The sauce on the meatballs was really good. Everyone liked it a lot. After we ate, we were full. But we always know to save room for Terence's desserts. This time, he made a chocolate cream pie with all the trimmings. My mom was happy because she likes chocolate cream pie. Usually, dinnertime is the busiest time of the day in our house—but when Terence cooks, we're all too busy eating to say a word!

Answers will vary.

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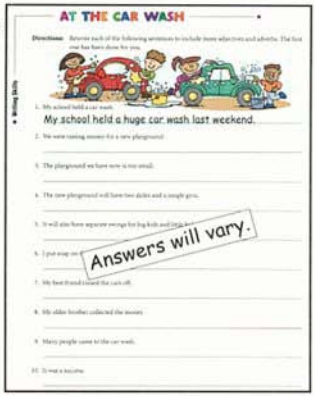

AT THE CAR WASH

Writing Skills

Directions: Rewrite each of the following sentences to include more adjectives and adverbs. The first one has been done for you.

1. My school held a car wash.
My school held a huge car wash last weekend.
2. We were raising money for a new playground.
3. The playground we have now is too small.
4. The new playground will have two slides and a jungle gym.
5. It will also have separate swings for big kids and little kids.
6. I put soap on my car.
7. My best friend rinsed the cars off.
8. My older brother collected the money.
9. Many people came to the car wash.
10. It was a success.

Answers will vary.

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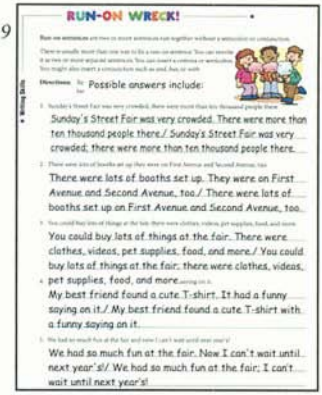

RUN-ON WRECK!

Writing Skills

Run-on sentences are two or more sentences run together without a semicolon or conjunction.

There is usually more than one way to fix a run-on sentence. You can rewrite it as two or more separate sentences. You can insert a comma or semicolon. You might also insert a conjunction such as and, but, or with.

Directions: Fix the run-on sentences below. Possible answers include:

1. Sunday's Street Fair was very crowded, there were more than ten thousand people there.
Sunday's Street Fair was very crowded. There were more than ten thousand people there./ Sunday's Street Fair was very crowded; there were more than ten thousand people there.
2. There were lots of booths set up they were on First Avenue and Second Avenue, too.
There were lots of booths set up. They were on First Avenue and Second Avenue, too./ There were lots of booths set up on First Avenue and Second Avenue, too.
3. You could buy lots of things at the fair there were clothes, videos, pet supplies, food, and more.
You could buy lots of things at the fair. There were clothes, videos, pet supplies, food, and more./ You could buy lots of things at the fair; there were clothes, videos, pet supplies, food, and more.
4. My best friend found a cute T-shirt saying on it.
My best friend found a cute T-shirt. It had a funny saying on it./ My best friend found a cute T-shirt with a funny saying on it.
5. We had so much fun at the fair and now I can't wait until next year's!
We had so much fun at the fair. Now I can't wait until next year's!/ We had so much fun at the fair; I can't wait until next year's!

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TRANSFORMATIONS!

Writing Skills

When you combine sentences, make sure to use the correct punctuation. Also make sure not to change the meaning of the sentences.

Directions: Circle the best combination for each set of sentences below.

1. I like to see rabbits in my magic show. They are easy to take care of. Everyone likes them.
   - I like to see rabbits in my magic show but they are easy to take care of. And everyone likes them.
   - I like to see rabbits in my magic show but they are easy to take care of because everyone likes them.
   - I like to see rabbits in my magic show. They are easy to take care of everyone likes them.
   - I like to see rabbits in my magic show because they are easy to take care of and everyone likes them.
2. Wanda has two sisters. Their names are Alva and Cadabra.
   - Wanda has Alva and Cadabra, two sisters.
   - Wanda has two sisters, Wanda's two sisters are named Alva and Cadabra.
   - Wanda has two sisters named Alva and Cadabra.
   - Wanda's sisters are named Alva and Cadabra, and their art two of them.
3. Alva is black. Cadabra is black, too.
   - Alva is black—oops, I mean, she is white!
   - Alva is black oops I mean—she is white!
   - Alva is black oops I mean, she is white!
   - Alva is black oops, I mean she is white!
4. That means Cadabra is the black one. Probably.
   - That means Cadabra is the black one and probably.
   - That means Cadabra is the black one—probably.
   - That means that the one that probably is black is Cadabra.
   - That means Cadabra is probably the black one.
5. The problem is keeping the rabbits straight. I always get mixed up!
   - The problem is keeping the rabbits straight I always get mixed up!
   - The problem is keeping the rabbits straight and mixed up!
   - The problem is keeping mixed up and always get the rabbits straight!
   - The problem is keeping the rabbits straight. I always get mixed up!
6. Maybe I should give them name tags. Then my magic tricks might turn out right.
   - Maybe I should give them name tags, and then—my magic tricks might turn out right.
   - Maybe I should give them name tags but then my magic tricks might turn out right.
   - Maybe I should give them name tags. But my magic tricks might turn out right.
   - Maybe I should give them name tags after my magic tricks turn out right.

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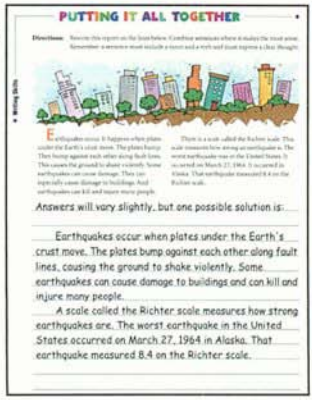

PUTTING IT ALL TOGETHER

Writing Skills

Directions: Rewrite this report on the lines below. Combine sentences where it makes the most sense. Remember: a sentence must include a noun and a verb and must express a clear thought.

Earthquakes occur. It happens when plates under the Earth's crust move. The plates bump. They bump against each other along fault lines. This causes the ground to shake violently. Some earthquakes can cause damage. This can especially cause damage to buildings. And earthquakes can kill and injure many people.

There is a scale called the Richter scale. This scale measures how strong an earthquake is. The worst earthquake was in the United States. It occurred on March 27, 1964. It occurred in Alaska. That earthquake measured 8.4 on the Richter scale.

Answers will vary slightly, but one possible solution is:

Earthquakes occur when plates under the Earth's crust move. The plates bump against each other along fault lines, causing the ground to shake violently. Some earthquakes can cause damage to buildings and can kill and injure many people.

A scale called the Richter scale measures how strong earthquakes are. The worst earthquake in the United States occurred on March 27, 1964 in Alaska. That earthquake measured 8.4 on the Richter scale.

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ALL ABOUT TEDDY

Possible answers include:

Theodore Roosevelt was born on October 27, 1858 and died on January 16, 1919.

Roosevelt become vice president of the United States under William McKinley; when McKinley was assassinated, Roosevelt became president.

As president, Roosevelt arranged for the Panama Canal to be built and resolved disagreements between big mining companies and their workers.

He set aside over 200 million acres of land for parks and nature reserves because he wanted to preserve America's natural resources for future generations.

Roosevelt ran for president again in 1912 but was defeated by Woodrow Wilson.

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GREAT COMBINATIONS

My town just started a new recycling program and is asking everyone to participate. compound predicate

We have to separate plastic, glass, aluminum, and paper and put them all in different containers. compound predicate

My sister and I have the job of taking the containers out to the curb so the truck can pick them up. compound subject

The truck picks up the containers and takes them to a recycling plant in the next town. compound predicate

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A LITTLE SUPPORT

Subject of Passage: Platypuses

Topic Sentence: Platypuses are unusual creatures

Supporting Details: It looks like several creatures joined together; has webbed feet like a duck, flat tail like a beaver, long furry body like an otter, and a snout that looks like a duck's bill. It appears to have no neck.

Other Details: One of two mammals in the world that lays eggs; a group of baby platypuses is called a clutch; burrows through banks of rivers and streams to make homes; excellent swimmers and divers; sense of sight and hearing are unbelievably strong!

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YOU'RE OUT!

In 1931, 17-year-old Jackie Mitchell became the first woman to play men's professional baseball.

As a publicity stunt, Jackie was hired to pitch in an exhibition game with the New York Yankees.

The first batter she faced was the legendary Babe Ruth.

Jackie struck out the Babe in just four pitches!

The next batter was Lou Gehrig, another Yankee legend.

Jackie got Gehrig on just three pitches.

Then, Jackie walked Tony Lazzeri and was replaced by another pitcher.

Despite her talent, Jackie was not allowed to play in any more major-league baseball games.

However, she did pitch for several semipro teams.

And she never forgot the day she struck out two of baseball's best hitters!

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REPORT-A-SAURAS, PART 1

First paragraph: When did the dinosaurs live?

- Dinosaurs roamed the earth for more than 180 million years, but they became extinct over 65 million years ago.

Second paragraph: What are fossils, and why are they important?

- Almost everything we know about dinosaurs comes from looking at fossils.
- Fossils were formed from dinosaurs when these remains hardened into stone or were surrounded by mud or sand that hardened into stone.
- Fossils are formed over long periods of time from the bones, eggs, and other remains of dinosaurs.

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REPORT-A-SAURAS, PART 2

Third paragraph: What are paleontologists, and what do they do?

- Scientists who study dinosaur fossils are called paleontologists.
- Before paleontologists can study fossils, they must dig them from the ground and clean them very carefully.
- Then the fossils can be taken to a university or museum and studied.

Fourth paragraph: What can paleontologists learn from looking at fossils?

- By studying fossils, paleontologists can learn about the sizes of the different dinosaurs.
- By studying fossils, paleontologists can learn what the different types of dinosaurs ate.
- By studying fossils, paleontologists can learn how the different types of dinosaurs cared for their young.

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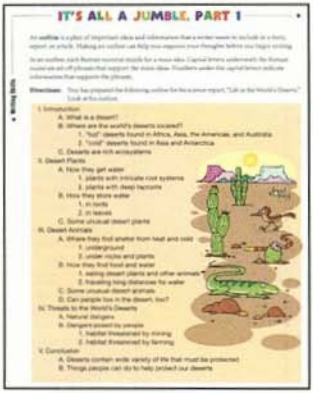

IT'S ALL A JUMBLE, PART 1

An **outline** is a plan of important ideas and information that a writer wants to include in a story, report, or article. Making an outline can help you organize your thoughts before you begin writing.

In an outline, each Roman numeral stands for a main idea. Capital letters underneath the Roman numerals are off-shoots that support the main ideas. Numbers under the capital letters indicate information that supports the phrases.

Directions: You has prepared the following outline for his a news report, "Life in the World's Deserts." Look at the outline.

I. Introduction
  A. What is a desert?
  B. Where are the world's deserts located?
    1. "hot" deserts found in Africa, Asia, the Americas, and Australia
    2. "cold" deserts found in Asia and Antarctica
  C. Deserts are rich ecosystems
II. Desert Plants
  A. How they get water
    1. plants with intricate root systems
    2. plants with deep taproots
  B. How they store water
    1. in roots
    2. in leaves
  C. Some unusual desert plants
III. Desert Animals
  A. Where they find shelter from heat and cold
    1. underground
    2. under rocks and plants
  B. How they find food and water
    1. eating desert plants and other animals
    2. traveling long distances for water
  C. Some unusual desert animals
  D. Can people live in the desert, too?
IV. Threats to the World's Deserts
  A. Natural dangers
  B. Dangers posed by people
    1. habitat threatened by mining
    2. habitat threatened by farming
V. Conclusion
  A. Deserts contain wide variety of life that must be protected
  B. Things people can do to help protect our deserts

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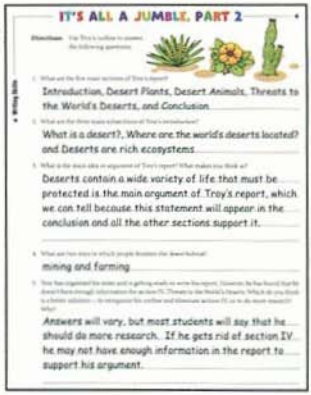

IT'S ALL A JUMBLE, PART 2

Directions: Use Troy's outline to answer the following questions.

1. What are the five major sections of Troy's report?
Introduction, Desert Plants, Desert Animals, Threats to the World's Deserts, and Conclusion

2. What are the three topic sections of Troy's introduction?
What is a desert?, Where are the world's deserts located? and Deserts are rich ecosystems

3. What is the main idea or argument of Troy's report? What makes you think so?
Deserts contain a wide variety of life that must be protected is the main argument of Troy's report, which we can tell because this statement will appear in the conclusion and all the other sections support it.

4. What are two ways in which people threaten the desert habitat?
mining and farming

5. Troy has organized his notes and is getting ready to write his report. However, he has found that he doesn't have enough information for section IV, "Threats to the World's Deserts." What is a good way to fix this problem — to reorganize his outline and eliminate section IV, or to do more research? Why?
Answers will vary, but most students will say that he should do more research. If he gets rid of section IV, he may not have enough information in the report to support his argument.

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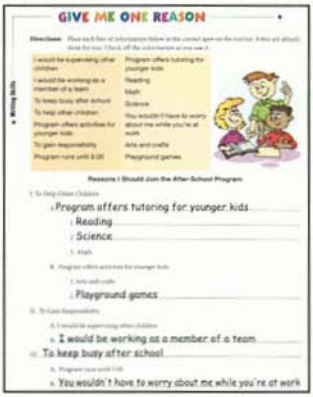

GIVE ME ONE REASON

Directions: Place each line of information below in the correct spot on the outline. A few are already done for you. Check the information as you use it.

I would be supervising other children	Program offers tutoring for younger kids
I would be working as a member of a team	Reading
To keep busy after school	Math
To help other children	Science
Program offers activities for younger kids	You wouldn't have to worry about me while you're at work
To gain responsibility	Arts and crafts
Program runs until 5:00	Playground games

Reasons I Should Join the After-School Program

I. To Help Other Children
  A. Program offers tutoring for younger kids
    1. Reading
    2. Science
    3. Math
  B. Program offers activities for younger kids
    1. Arts and crafts
    2. Playground games
II. To Gain Responsibility
  A. I would be supervising other children
    1. I would be working as a member of a team
III. To keep busy after school
  A. Program runs until 5:00
    1. You wouldn't have to worry about me while you're at work

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THE THREE-ALARM OUTLINE

Directions: Read the following article. Then fill in the outline below with points from the story. Remember: each subsection can fill in to at least answer the main question posed for that section.

On June 11, a terrible fire ripped through the old hat factory on Martin Street. For a short period of time the fire threatened a nearby apartment building. It was contained thanks to the local fire department.

It is believed that the fire started in a pile of rags that was too close to an old electrical outlet.

The fire started at around 9:30 in the morning and by 10:30 the whole building was in flames. It took nearly three hours for the firefighters to extinguish the blaze.

Ms. Liza Smith, of 32 Martin Street, reported the fire at 9:45 when she smelled smoke. "I thought for a while that the smell was coming from my house, and I was very worried," she said. "But when I went outside to watch the fire department, I realized that the smell was coming from across the street." It took nearly 20 firefighters to put out the blaze.

By the time the fire was out, the entire building was destroyed. Fortunately, no one was injured.

1. What happened?
  a. A terrible fire ripped through an old hat factory on Martin Street.
2. What was the cause?
  a. An pile of rags was placed too close to an old electrical outlet.
3. When did it happen?
  a. At 9:30 A.M. on June 11
  b. It took three hours for firefighters to extinguish the blaze
4. Who was involved?
  a. Liza Smith, of 32 Martin Street, reported the blaze.
  b. Nearly 20 firefighters fought to put it out.
5. What was the result?
  a. The entire building was destroyed.
  b. No one was injured.

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IT DOESN'T BELONG

Directions: In each paragraph, there is one sentence that doesn't belong. Circle the topic sentence, and underline the extraneous sentence.

1. March is my favorite month of the year. I like March because you never know what to expect. Sometimes it snows. It usually rains a lot in April. Sometimes it can be very hot in March. March is the kind of month when anything can happen!

2. Yesterday, my mom and I planted flowers in our garden. We spent most of our weekend afternoon. We planted daffodils, irises, and petunias. It was a lot of hard work, but Our our garden will look great when all those flowers are in bloom!

3. We had an incredible thunderstorm last night! It rained so hard, it sounded like someone was playing drums on our roof. And the thunder was so loud, all the windows rattled. There was a lot of lightning too. During the storm, we heard a huge crash. I looked outside and saw a big branch had fallen next to the house. We were lucky it didn't hit anybody! It could cause holes.

4. Tomorrow, I will go to work with my dad for "Take Your Daughter to Work Day." My dad is the manager of a sporting goods store. My mom works in an office. I like going to work with Dad because it's never boring at the store. There is lots of sports equipment to play with and one of Dad's co-workers, Donna, always plays catch with me on the hand.

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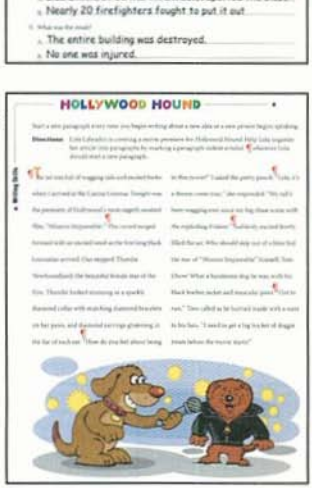

HOLLYWOOD HOUND

Start a new paragraph every time you begin writing about a new idea or a new person begins speaking.

Directions: Lisa Lebrado is covering a movie premiere for Hollywood Hound. Help Lisa organize her article into paragraphs by marking a paragraph symbol at each ¶ where Lisa should start a new paragraph.

¶ "Let me tell ya! A wagging tale and mouled barks when I arrived at the Cactus Cinema. Tonight was the premiere of Hollywood's most eagerly awaited film, "Mission Impossible." The crowd surged forward with an excited roar as the first long black Lincoln arrived. Out stepped Thandie Newton and Jeremy the beautiful female star of the film. Thandie looked stunning in a sparkle diamond collar with matching diamond bracelets on her paws, and diamond earrings glistening in the fur of each ear. "How do you feel about being in this movie?" I asked the pretty pooch. "Lisa, it's a dream come true," she responded. "My tail is been wagging ever since my big close scene with the exploding Frisbee." Suddenly, excited barks filled the air. Who should drip out of a silver Rolls the star of "Mission Impossible" himself, Tom Cruise! What a handsome dog he was, with his black leather jacket and muscular paws. "Let me run," Tom called as he barked made with a wave in his hair. "I need to get a big bone of doggie treats before the movie starts!"

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LOST IN THE ZOO

Answers will vary.

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THE SCHOOL NEWSPAPER

Descriptive: the principal met with the advisory board to find ways for teachers and students to work together to solve problems.

Expository: the author thinks that the cafeteria food is getting worse.

Persuasive: the author wants the reader to vote for Chris McGuinness for class president.

Descriptive: because of Chase Dribble's winning basket, the basketball team will be going to the state championships.

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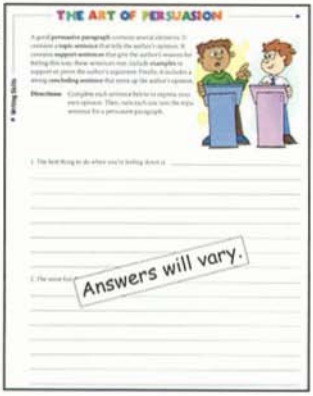
THE ART OF PERSUASION

Answers will vary.

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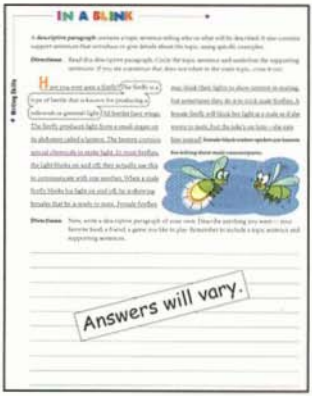
IN A BLINK

Answers will vary.

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KEEPING IT CASUAL

Answers will vary.

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PROMPT PARAGRAPHS

Answers will vary.

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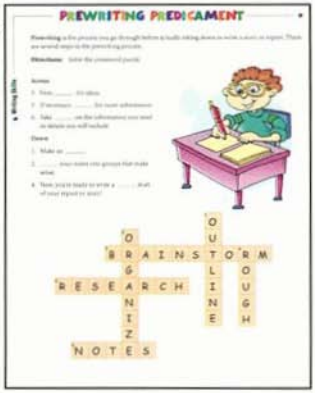

PREWRITING PREDICAMENT

Writing Skills

Prewriting is the process you go through before it finally sitting down to write a story or report. There are several steps in the prewriting process.

Directions: Solve the crossword puzzle.

Across

1. Now _____ 10 ideas.
2. If necessary, _____ for more information.
3. Take _____ on the information you need to decide you will include.

Down

1. Make an _____.
2. _____ your notes into groups that make sense.
4. Now you're ready to write a _____ draft of your report or story!

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PROOFREADING PUZZLER

Writing Skills

Directions: Proofread the following article for capitalization, punctuation, grammar, and spelling mistakes. Use the proofreading symbols below to mark any mistakes you find.

⁊ delete	# space	≡ capitalize
^ insert	¶ indentation	¶ new paragraph
⁊ & ^ transpose		

What do a hard, hard, a Chihuahua, and a German Shepherd have in common? That's easy — they are all dogs! But who don't all dogs look alike? There are many, many breeds and kinds in the general. Long ago, farmers were used to hunt rats and badgers. The dogs would follow the rats and badgers into their underground homes. Farmers are good dogs to have around, too, because they are very tight, photo

Everybody are raising dogs. They can very helpful. Seeing-eye dogs help it make another part of this dog's body that helps it see is its large but now as the professional's large chest? This dog's large ears and can hold a lot of air.

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IT'S IN THE REVISION

Writing Skills

Revising is the process of reviewing your work and making changes to improve your writing. Once you've finished the prewriting stage and written a rough draft, you should —

- reread your work and look for problems
- correct spelling and grammar errors
- watch out for words phrases
- get rid of text that does not relate to your topic
- make sure your writing is clear and interesting
- if possible, ask someone else to read your first draft
- write your final draft

Directions: Revise the following story according to the steps shown above.

My name Paul the best summer vacation ever. My whole family went to Massachusetts, where grandparents live. They live near the ocean on Cape Cod.

I had a lot of fun while I was at my grandparents' house. My little sister had day camp so I didn't have to watch her all day like I usually do in the summer. My grandfather taught me to play chess and I found out that I'm really good at it!

I also took sailing lessons while I was on Cape Cod. My boat tipped over many times, but I learned how to take the water out of the boat and get back on it. I hope I can go back to Cape Cod next summer!

This year I had the best summer vacation ever. My whole family went to Massachusetts, where my grandparents live. They live near the ocean on Cape Cod.

I had a lot of fun while I was at my grandparents' house. My little sister had day camp so I didn't have to watch her all day like I usually do in the summer. My grandfather taught me to play chess and I found out that I'm really good at it!

I also took sailing lessons while I was on Cape Cod. My boat tipped over many times, but I learned how to take the water out of the boat and get back on it. I hope I can go back to Cape Cod next summer!

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A MESSAGE TO YOU

Writing Skills

Directions: Imagine that you are entering a writing contest. You will be writing a report about the Civil Rights movement and telling why it was important. Write the steps you will take to write your report. Item the new first step in writing your final draft.

1. Brainstorm for ideas.
2. Do research on the Civil Rights movement.
3. Take notes.
4. Organize my notes into subjects.
5. Make an outline.
6. Write a rough draft.
7. Proofread my rough draft for errors.
8. Have someone else read my report and tell me what they think.
9. Fix any mistakes and/or add details or variety where necessary to make the report more interesting.
10. Write a final draft.

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SHOW AND TELL

Writing Skills

There are two main kinds of descriptive writing: **narrative** writing uses imagery and figures of speech to describe someone or something; **Reports** describe someone or something with facts.

Directions: Read each item. Write **narrative** if you would be more likely to read it as a narrative. Write **report** if you would be more likely to read it as a report.

1. Jennifer stands 5' 10" tall and weighed 135 pounds. _____ report
2. Jennifer looks like a willow tree blowing in the breeze. _____ narrative
3. The kitten was a whirling little ball of fluff. With delicate white paws and a white chest against the rest of her black fur, she looked like she was whirling at times. _____ narrative
4. The small, white kitten had fluffy fur, her paws and chest were white, and the rest of her fur was black. _____ report
5. The temperature was 10 with 30 mph per hour winds. Snowfall was measured at 16 inches with drifts of four feet. _____ report
6. It was the worst storm I had ever seen. The wind was howling, it was wicked cold, and the snow was piled high and coming down fast. _____ narrative

Directions: Choose a topic that interests you. Write a paragraph about your topic in the style of a narrative or a report. Then, label your paragraph **narrative** or **report**.

Answers will vary.

page 255

WOOF!

Writing Skills

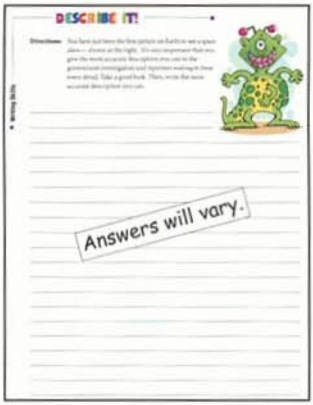
Directions: One way to describe something is to compare it to something else. Read the following descriptions of two dogs named Bruiser and Happy. Then, fill in the chart below with details from the descriptions.

Bruiser and Happy are best friends. They are very much alike in some ways and very different in other ways.

Both dogs are very friendly. They are smart, too. Training each of them was easy. Both can do all the standard dog tricks — roll over, fetch, sit, stay, and beg on command. They both love to go in the car, especially to the park. At the park, they love to chase each other around and run after balls. Both dogs love it when we cook out. They eat most of the grill leftovers, and they both love meat.

Bruiser and Happy do have their differences. Obviously Bruiser is large, while Happy is small. When Bruiser barks, it sounds like an explosion. Happy's bark is more a yap than a real bark. When Bruiser runs, you can feel the earth shake. He looks scary even to people. Happy is not like that at all. Bruiser is not like that at all. Happy is not like that at all. Happy is not like that at all. Happy

page 256



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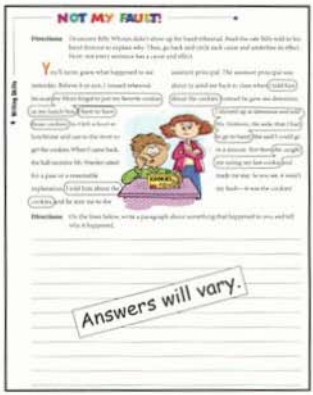

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page 262

INDUSTRIOUS ILENE

Kitchen
put clean dishes away
put dirty dishes in dishwasher
sweep kitchen floor
mop kitchen floor

Living Room
stack magazines on coffee table
dust furniture
vacuum living room

Yard
pick up baby toys from lawn
mow grass
water grass

Answers will vary.

page 263

TAKE A MESSAGE

Amber called to invite you to the mall with Gwen and Laura tomorrow at 2.

Laura called to tell you that she got an A on the math test and to thank you for helping her.

Derrick called to ask you to go to the movies on Friday and will call you back.

Answers will vary.

page 264

WHERE DO I START?

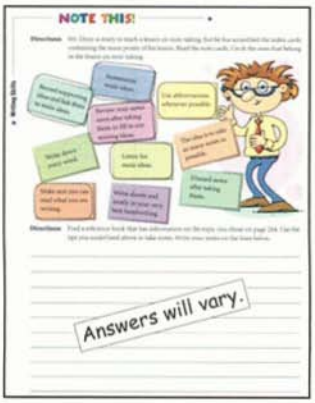
Answers will vary.

page 265

WHAT DO I NEED TO KNOW?

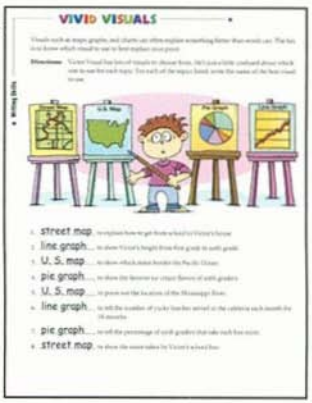
Answers will vary.

page 266


NOTE THIS!

Answers will vary.

page 267


VIVID VISUALS

- street map
- line graph
- U. S. map
- pie graph
- U. S. map
- line graph
- pie graph
- street map

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INTERNET INQUIRY

Answers will vary.

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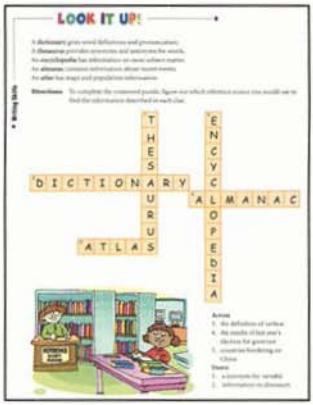
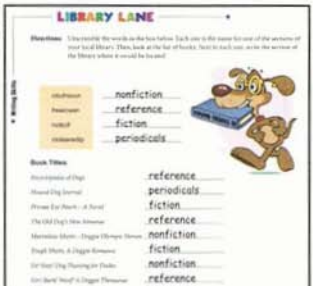
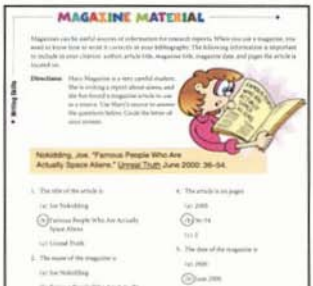

LOOK IT UP!

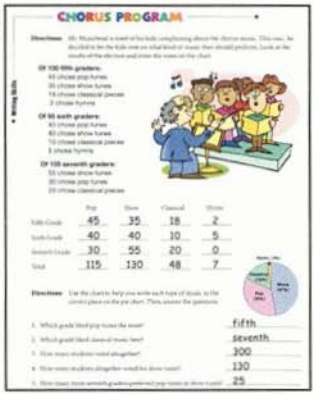
page 270


LIBRARY LANE

page 271


MAGAZINE MATERIAL

page 272


CHORUS PROGRAM

page 273

ONLINE ODYSSEY

Answers will vary.

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page 274

WHERE IN THE WORLD?

Sometimes the author of a story doesn't come out and tell you exactly where the story is set. You have to use context clues to figure it out.

Directions: Read each of the story excerpts below and try to guess where each one is set. Underline the clue words that helped you make your guess.

1. The snow was getting louder and louder. Maggie looked out the window just in time to see the wing lift up towards the sky. She held on to the partial arm rest. That's when Maggie's mother looked over and noticed the nervous look on her face. "Don't worry, dear. We'll be home in no time."

   Where is this story set? in an airplane

2. Percival knew he was lost. "Dang!" he moved to himself. He had wandered away from the yard again. Suddenly he heard children shouting and laughing—they sounded just like Tommy when he was playing with his friends. Percival had heard sounds like this coming from outside the yard, but he never knew where they came from. There, he saw a big group of girls swinging on a big metal thing with bars. "Maybe was a little boy sitting on a seat that swung back and forth in the air." "Hey, Percy, how did you get over here?" the little boy cried. It was Tommy!

   Where is this story set? on a playground or at a school

3. The worm burrowed farther into the pink stuff. This was a major discovery! What a nice, cool place to stop for a snack on a hot day! All around him was green, wet fruit. He spotted a hard, black thing and thought it was an ant or maybe a fly, but then he realized that it was more like a little rock. There, he saw more of them. Oh well, they seemed harmless enough. Finally, he was full and decided to make his way back out of the tunnel he'd entered. The green thing he'd discovered sure would feed a lot of worms!

   Where is this story set? inside a watermelon

page 275

A REAL CHARACTER

What characters are can tell you a lot about what they are thinking and feeling. What can you tell about this character from what she says?

Lucy's lunch tray slid out of her hands. Now there was mashed potatoes and cheese all over the floor. Some of the other kids started to laugh. "Oh, well," laughed Lucy. "At least I didn't spill it all over myself."

Directions: Read what happens to the following characters. Then, write what each one might say. Try to show what each character is like through his or her words.

1. Louie and Adam were getting ready for school. Louie was taking an extra long time deciding which shoes to wear. Adam urged him to hurry up. As the brothers walked out the front door, the school bus passed by. Now, they'd have to walk to school. Adam was furious, and Louie knew it.

   Louie said: _____

   Then, Adam said: _____

2. Carlos was nervous. He had been practicing his 50-yard dash for weeks. He knew that he'd have to run faster than usual if he wanted to qualify for the finals. Lin Lee came to give Carlos a pep talk. He smiled at Carlos.

   Carlos said: _____

   Then, Coach Lee said: _____

3. Princess Zohar looked at the queen. How could she tell her mother that she didn't want to marry Sir Edwin? She thought about how he was brave and had an sense of humor, how he only wanted to marry her so he could be king someday. Yes, she resolved, I must tell my mother how I feel, no matter how angry she gets.

   Princess Zohar said: _____

   Then, the queen said: _____

Answers will vary.

page 276

NAME THAT THEME

A **theme** is the main subject or idea of a piece of writing.

Directions: Read each paragraph carefully. Then, write the theme of each paragraph on the lines underneath.

1. Millions of immigrants came to the United States around the turn of the 20th century. These men, women, and children suffered many hardships. They endured long ocean journeys in crowded ships. When they arrived in the United States, they usually had little money, and many could not speak English. These immigrants worked hard and helped each other. They were determined to build better lives for themselves and their children.

   Immigrants suffered many hardships to give their families a better life.

2. Cheryl picked up her new puppy. She was careful not to hurt the tiny creature. She knew she would have to give it food and water and walk it every day, but she also knew the dog would need lots of love. Cheryl stroked its furry head and kissed its nose. Then, she promised, "I'll take good care of you!"

   Cheryl wants to take good care of her new puppy.

3. Studies say that children do not get enough exercise. This lack of exercise is caused by many factors. Children watch a lot of TV. They also play more computer and video games than in the past. Also, many schools have eliminated recess and gym class. That means children don't get the chance to exercise during the school day. But exercise is important for both physical fitness and mental alertness. We need to find a way to get up and move!

   Children do not get as much exercise as they need.

Answers will vary.

page 277

ALL TOGETHER NOW . . .

These are the important elements of a story: **character, setting** and **theme**. These are the major parts of a story's plot: the **background, conflict, rising action, climax, resolution,** and **falling action**.

Directions: Think about the last fiction book you read. Fill in the chart with the important elements of the story.

Title: _____

Main Characters: _____

Setting: _____

Background: _____

Conflict: _____

Rising Action: _____

Climax: _____

Resolution: _____

Falling Action: _____

Theme: _____

Would you recommend this book to a friend? Tell why or why not: _____

Answers will vary.

page 278

IT'S LIKE . . .

A **simile** compares two different things and states the comparison directly by using the word *as* or *like*.

Example: The pile of laundry was as high as a mountain by the time our washer was fixed.

Directions: Underline the simile in each sentence. The first one has been done for you.

1. After staying up all night to study for her big test, Sarah looked like a bleary-eyed
2. When it came time to stop at short practice, she sounded like a cat scratching at the top of its lungs.
3. But she still looked as pretty as a flower.
4. Fortunately, she felt as good as new after a short nap in the afternoon.
5. That's why she was able to run like the wind at track practice that evening.
6. Of course she was as hungry as a bear come dinnertime, after such a long day.
7. Sarah slept like a rock that night.
8. She was as happy as a clam to find out the test-day that she got a "B" on her test!
9. No one would have ever guessed that she had studied like a maniac for it.
10. But Sarah resolved that she would never again wait until the last minute to study. Like clockwork, she would study a little bit each night for the entire semester.

Directions: Now, write five similes of your own. Don't forget to include *like* or *as* in each one.

Answers will vary.

page 279

COMPARED TO WHAT!

A **simile** compares two different things and states the comparison directly by using the word *as* or *like*. A **metaphor** makes a comparison without stating it directly.

Example: The basketball player was a tower next to his other teammates.

Directions: Underline the metaphors in the following sentences. The first one has been done for you.

1. The airplane was a bullet in the sky.
2. From the plane, the river was a silver ribbon winding through the landscape.
3. The clouds were ghostly battleships sailing across the sky.
4. The snow-capped peaks were ice cream cones jutting into the sky.
5. The sunset was a beacon in the sky.
6. The plane's shadow was a giant bird skimming effortlessly across the farm fields below.
7. Chicago was an ice rink lights as we approached the airport at dusk.
8. The exciting city was a breath of fresh air to us fellas from the country.

Directions: Now, write five metaphors of your own.

Answers will vary.

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page 280

WHICH IS WHICH!

Directions: Label each sentence **simile** or **metaphor**.

1. metaphor There was no use trying to help the kid with his problem; all she did was hack at she.
2. simile The neighbors' noise was so loud that we felt like we were at a rock concert.
3. simile The brown was like a cool drink on a hot day.
4. metaphor After a few days, the house was a work of art.
5. simile The chair looked ugly, but it was as comfortable as a warm shoe.
6. metaphor The blueberries we picked were precious pearls of sweetness.
7. simile Karen smelled like a bouquet of flowers in the springtime.
8. simile Grandma's pie tasted like a slice of heaven.
9. metaphor "Stop being such a couch potato and do something with your life!" her mom cried.
10. metaphor The house was a brown switch in color.
11. metaphor Mike has a hard time but, but on the inside he's all cream cheese.
12. simile The terrible smell, which was as foul as rotten eggs, hit us as soon as we walked through the door.
13. metaphor My little brother is the bomb pyrotechnic, he spins his mouth whenever he sees a someone doing something that is not supposed to.
14. metaphor I was prepared to indulge his Belinda's late breakfast, but when she showed up with a whole array of kids, I had to put my foot down.
15. simile Don't let his mannerisms broke deal you, he's as dry as a bun.

page 281

CALLING ALL IDIOMS

An **idiom** is a word or phrase that has taken on a different meaning than its actual one. Some idioms are so common that we don't even think about them. The expression "putting your foot in your mouth," for example, means saying something embarrassing or stupid.

Directions: Underline the idioms in the following sentences. The first one has been done for you.

1. You're lucky you keep winning, but don't push your luck.
2. We don't called me on the carpet after viewing my report card.
3. We're all in the same boat here.
4. Level you putting me up.
5. By a vote of 4-3, the board turned down the proposal.
6. Since Mr. Smith was absent, they asked Ms. Nakano to fill in.
7. We ran into Nicki and Suzette at the bar.
8. The pizza at Lito Pizz is out of this world.

Directions: Write a sentence using each of the idioms from the list.

break down	give up	set up	run down
strike out	battle up	shake down	check out

Answers will vary.

page 282

ANALOGIES, PART 1

An **analogy** compares two or more pairs of things.

Example: **Eat** is to **eating** as **see** is to **hearing**.

When you are asked to complete an analogy, you must fill in a word that's missing. To do this, you should figure out the relationship between the first pair of words. Then, try to complete the second pair with a word that shows the same relationship.

Directions: Use each of the word pairs below, write a sentence to describe their relationship. The first two have been done for you.

1. hot day and lemonade Lemonade is good to drink on a hot day.
2. car and driver The driver is the person who steers a car.
3. slice and pie Slice is the word for a piece of pie.
4. big and small Big and small are opposites.
5. delicious and tasty Delicious and tasty mean the same thing.
6. air conditioner and cool You can use an air conditioner to stay cool.
7. nickel and 5 cents A nickel is equal to 5 cents.
8. staples and attach Staples are used to attach sheets of paper.
9. raspberries and red Red is the color of raspberries.
10. orange and peeled An orange must be peeled before you can eat it.
11. bird and feathers A bird's body is covered with feathers.
12. French toast and bread French toast is made out of bread.
13. United States and Washington, D.C. Washington, D.C is the capital of the United States.
14. hot and burn If something is too hot, it can burn you.
15. triangle and three sides A triangle has three sides.

page 283

ANALOGIES, PART 2

Directions: Look back at each sentence you wrote on page 282. Think of another pair of words that has the same or almost the same relationship. Then, write the original pair of words and your new pair of words as an analogy. The first one has been done for you.

1. Hot day is to lemonade as cold day is to cocoa.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Answers will vary but should include original word pair.

page 284

FILL IN THAT BLANK!

Directions: Complete each analogy below. The first one has been done for you. For some analogies, there may be more than one possible answer.

1. Grass is to lawn as tree is to forest.
2. Apple is to fruit as spinach is to vegetable.
3. Swimming is to summer as sledding is to winter.
4. Shovel is to digging as scissors is to cutting.
5. Hospital is to nurse as school is to teacher.
6. Kind is to mean as happy is to sad.
7. The child was delighted as unhappy is to miserable, sad.
8. Lemon is to green as carrot is to orange.
9. Breakfast is to morning as lunch is to noon, afternoon.
10. Practice is to recital as study is to test.
11. Time is to calendar as magazine is to paper.
12. Automobile is to space shuttle as plane is to airplane.
13. Bread is to mold as fruit is to rotten, spoiled.
14. Ruler is to measure as scale is to weigh.
15. Spanish is to Spain as British is to Britain, England.

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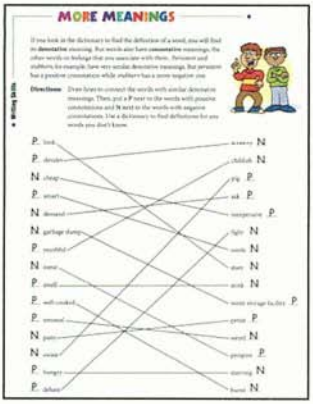
A VERY SPECIAL RELATIONSHIP

Directions: Write your own analogies to compare word pairs with the following relationships. Remember to include the words "is to" and "as" in your analogies. When you're done, cover up your from each analogy, and have a friend or family member solve them!

1. part and whole
2. object and what it's made out of
3. worker and workplace
4. word and its opposite
5. word and another word with the same meaning
6. spinning top
7. animal and the habitat it makes
8. book and its main character
9. type of color or foil and person who appears on it
10. inventor and invention
11. member and its former country

Answers will vary.

page 286



MORE MEANINGS

If you look in the dictionary to find the definition of a word, you will find its **denotative** meaning. But words also have **connotative** meanings, the other words or feelings that you associate with them. Personal and stubborn, for example, have very similar denotative meanings, but personal has a positive connotation while stubborn has a more negative one.

Directions: Draw lines to connect the words with similar denotative meanings. Then, put a **P** next to the words with positive connotations and **N** next to the words with negative connotations. Use a dictionary to find definitions for any words you don't know.

P. look	scowl N
P. dresser	childish N
N. cheap	rye P
P. smart	ask P
N. demand	temperamental P
N. garbage dump	light N
P. resolved	smile N
N. wear	dart N
P. smell	stink N
P. well-cooked	waste storage facility P
P. amused	gyrus P
N. pain	wind N
N. mean	program P
P. hunger	starving N
P. debate	frame N

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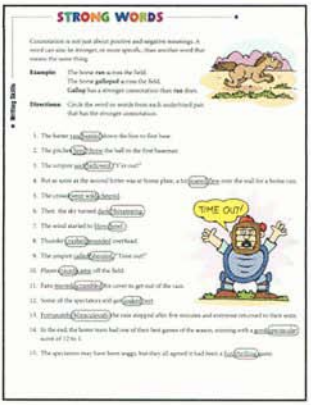

STRONG WORDS

Connotation is not just about positive and negative meanings. A word can also be stronger, or more specific, than another word that means the same thing.

Example: The horse **ran** across the field.
The horse **galloped** across the field.
Galloped has a stronger connotation than **ran** does.

Directions: Circle the word or words from each underlined pair that has the stronger connotation.

1. The farmer ran/hurried down the line to first base.
2. The pitcher threw/flung the ball to the first baseman.
3. The umpire said/yelled "I'm out!"
4. But as soon as the second baseman was at home plate, a big/huge/fine crowd ran/poured over the wall for a home run.
5. The crowd went wild/cheered.
6. Then, the sky turned dark/threatening.
7. The wind started to blow/howl.
8. Thunder crashed/rumbled overhead.
9. The umpire called/shouted "Time out!"
10. Players ran/raced off the field.
11. Fans scurried/crowded into cover to get out of the rain.
12. Some of the spectators will get soaked/wet.
13. Fortunately/Luckily/Happily the rain stopped after five minutes and everyone returned to their seats.
14. In the end, the home team had one of their best games of the season, winning with a good/great/terrific score of 12 to 1.
15. The spectators may have been soggy, but they all agreed it had been a fun/fun-filled game.

page 288

WHAT'S THE STORY?

Directions: Read the following story from start to finish. Then, go back and circle the word from each underlined pair whose connotation fits better with the story.

Lorena burst into her brother's room without knocking/knocks. "There you are," she yell/yelled. "Why did you borrow/borrows my favorite sweatshirt?"

"Don't be mad/madder/madd. I didn't think you would care as much. It's that important to you, take your sweatshirt back/back" answered Carlo.

"Ugh! You're a/the/a real/mean/mean," Lorena said, stomping. "I'll make you/you/regret your actions."

The next day, Carlo couldn't find his baseball glove. Then, he remembered what Lorena had said the night before. He was furious because he needed that glove for baseball practice. He searched all over the house for his sister but couldn't find her anywhere. He finally found her—and his missing glove—in the yard playing baseball with their neighbor, Celia.

"Hey, you took my baseball glove. That's not/big/not very nice!" Carlo said/yelled/shouted. "I had to look all over for it and now I'm late/late/late for baseball practice."

"I told you/you/you I regret/stealing my/ugly/sweatshirt. It's no fun/when someone takes your stuff/belongings without asking," said Lorena.

"Okay, okay, I get your point. But I still wish you wouldn't have taken my glove. It's not fair to my teammates that I should miss practice just because we're having a dispute/fight/ I'm totally betraying/letting them down."

"You're right," said Lorena. "I was just an/a/the/the/the/the/the/the/ before you took my shirt. Let's not take each other's stuff without asking anymore."

Then, Carlo's/Lorena's/Carlo's/ "Hey, I have an idea. Since Carlo missed baseball practice, maybe he should play baseball with us!"

Lorena and Carlo agreed, and the three played baseball until dinnertime.

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IT'S HOW YOU MEAN IT

Directions: Can you tell the difference between a word's connotation and its denotation? Read the following passage. Then, answer the questions at the bottom of the page to find out.

Have you ever heard the music of Wolfgang Amadeus Mozart? You probably have, even if you don't realize it. More than 200 years after his death, Mozart's music is still treasured by millions of people all over the world.

The son of an accomplished piano teacher, Mozart was born in 1756 in Austria. By all accounts, Mozart was an exceptionally gifted child. He learned to play the harpsichord by the time he was four years old and was composing music by the age of five. The piano was his favorite instrument, and he studied it very closely with his father. Over the course of his life, however, he wrote music for other instruments, for string quartets, singers, and even for entire orchestras.

Much of Mozart's music is still accepted by people today. He tried to convey different moods in the pieces he wrote, in one famous opera (The Magic Flute), for example, the joyous music conveys a magic spell on its listeners. On the other hand, his Symphony in G Minor is dark and foreboding. And his final work, Requiem, was actually written to accompany a funeral ceremony. You can imagine what the mood of that piece is like!

Mozart died in 1791, probably of typhoid fever. However, he accomplished a tremendous amount in his short life. Many of his most famous works were composed during the five years before he died. He remains one of the most beloved composers of all time.

1. Tell what the words exceptionally and very denote. Which word has a stronger connotation?
   Both words mean "a lot," but "exceptionally" has a stronger connotation because it can also mean "unusually."
2. Tell what the word funeral denotes. Then, tell the connotation of this word.
   Answers will vary, but may include: A funeral is a service held when somebody dies. The word "funeral" connotes sadness, crying, darkness, and death.
3. Tell what the words masterpiece and masterwork denote.
   Answers will vary.
4. Now, that you've read this passage, what does the name Wolfgang Amadeus Mozart connote for you?
   Answers will vary, but may include: music, accomplishment, talent

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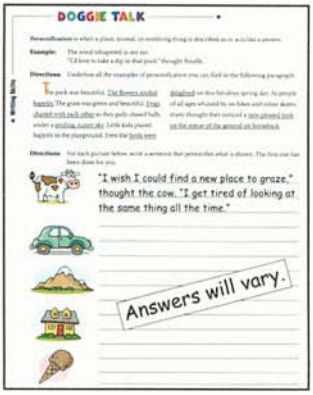

DOGGIE TALK

Personification is when a plant, animal, or nonliving thing is described as or acts like a person.

Example: The wind whispered in my ear.
"I'd love to take a dip in that pool," thought Noodle.

Directions: Underline all the examples of personification you can find in the following paragraph.

The park was beautiful. The flowers smiled happily. The grass was green and beautiful. Dogs chased with each other as they gally chased balls under a smiling, sunny sky. Little kids played happily in the playground. Even the birds were delighted on this fabulous spring day. As people of all ages whizzed by on bikes and roller skates, many through their noses at a new pleasant look on the statue of the general on horseback.

Directions: For each picture below, write a sentence that personifies what is shown. The first one has been done for you.

"I wish I could find a new place to graze," thought the cow. "I get tired of looking at the same thing all the time."

Answers will vary.

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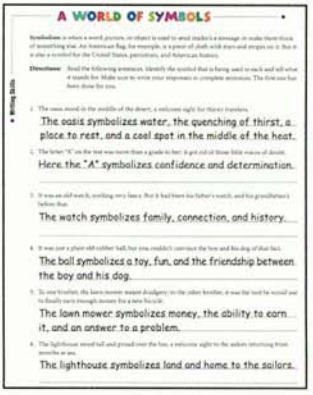

A WORLD OF SYMBOLS

Symbolism is when a word, picture, or object is used to send reader's a message to make them think of something else. An American flag, for example, is a piece of cloth with stars and stripes on it. But it is also a symbol for the United States, patriotism, and American history.

Directions: Read the following sentences. Identify the symbol that is being used in each and tell what it stands for. Make sure to write your responses in complete sentences. The first one has been done for you.

1. The oasis stood in the middle of the desert, a welcome sight for thirsty travelers.
   The oasis symbolizes water, the quenching of thirst, a place to rest, and a cool spot in the middle of the heat.
2. The letter "A" on the test was more than a grade to her; it got rid of those little pieces of doubt.
   Here the "A" symbolizes confidence and determination.
3. It was an old watch, ticking very loud. But it had been his father's watch, and his grandfather's before that.
   The watch symbolizes family, connection, and history.
4. It was just a plain old rubber ball, but you couldn't convince the boy and his dog of that fact.
   The ball symbolizes a toy, fun, and the friendship between the boy and his dog.
5. To one brother, the lawn mower meant drudgery; to the other brother, it was the tool he would use to finally earn enough money for a new bicycle.
   The lawn mower symbolizes money, the ability to earn it, and an answer to a problem.
6. The lighthouse stood tall and proud over the bay, a welcome sight to the sailors returning from months at sea.
   The lighthouse symbolizes land and home to the sailors.

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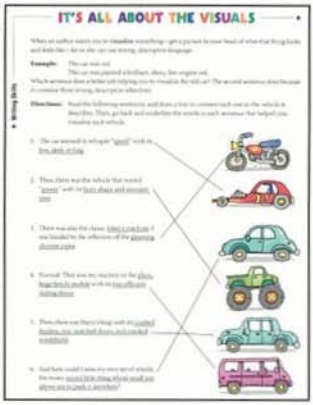

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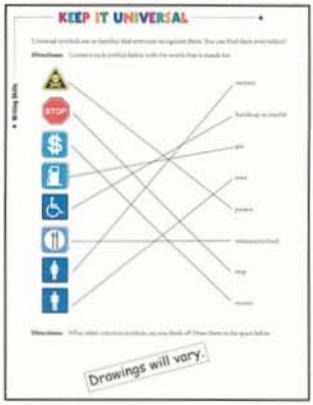

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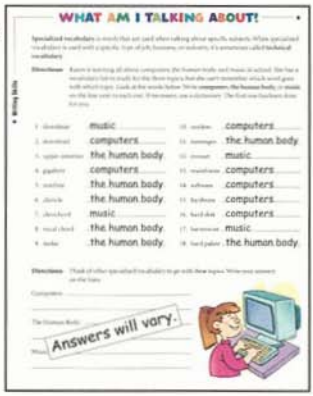

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HOOP TALK

1. The basketball game is being played [illegible] according to the rules
2. [illegible] jumped up into the air
3. [illegible] a type of shot made right at the basket
4. [illegible] bad look from the referee
5. [illegible] foul line; make two one-point shots
6. [illegible] time to eliminate the competition completely
7. [illegible] a big win

Answers will vary.

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